

District Data Profile, 2011-2012

County: **Adair**

District: **Cave Springs**

Total Student Enrollment: 118

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.21	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Adair**

District: **Dahlonegah**

Total Student Enrollment: 134

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 34



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	67.65%	95.00%	No
Participation rate for Reading assessments	67.65%	95.00%	No
Proficiency rate for Math assessments	56.52%	71.60%	No
Proficiency rate for Reading assessments	56.52%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Adair**

District: **Greasy**

Total Student Enrollment: 69

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 34



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.82%	95.00%	No
Participation rate for Reading assessments	58.82%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Adair**

District: **Maryetta**

Total Student Enrollment: 698

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 145



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.86%	95.00%	No
Participation rate for Reading assessments	35.86%	95.00%	No
Proficiency rate for Math assessments	36.54%	71.60%	No
Proficiency rate for Reading assessments	36.54%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

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Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
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District Data Profile, 2011-2012

County: **Adair**

District: **Peavine**

Total Student Enrollment: 166

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	59.09%	95.00%	No
Participation rate for Reading assessments	59.09%	95.00%	No
Proficiency rate for Math assessments	46.15%	71.60%	No
Proficiency rate for Reading assessments	46.15%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Adair**

District: **Rocky Mountain**

Total Student Enrollment: 185

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 23



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	82.61%	95.00%	No
Participation rate for Reading assessments	82.61%	95.00%	No
Proficiency rate for Math assessments	84.21%	71.60%	Yes
Proficiency rate for Reading assessments	84.21%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.31%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Adair**

District: **Skelly**

Total Student Enrollment: **64**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **18**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	72.22%	95.00%	No
Participation rate for Reading assessments	72.22%	95.00%	No
Proficiency rate for Math assessments	30.77%	71.60%	No
Proficiency rate for Reading assessments	30.77%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	47.06%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Adair**

District: **Stilwell**

Total Student Enrollment: **1,314**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **304**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.81%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	25.66%	95.00%	No
Participation rate for Reading assessments	25.66%	95.00%	No
Proficiency rate for Math assessments	51.28%	71.60%	No
Proficiency rate for Reading assessments	51.28%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.35	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	17.12%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.56%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Adair**

District: **Watts**

Total Student Enrollment: **382**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **73**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.25%	95.00%	No
Participation rate for Reading assessments	34.25%	95.00%	No
Proficiency rate for Math assessments	37.50%	71.60%	No
Proficiency rate for Reading assessments	37.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.63	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.64%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.82%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	16.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Adair**

District: **Westville**

Total Student Enrollment: **1,189**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **150**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	72%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.67%	95.00%	No
Participation rate for Reading assessments	56.67%	95.00%	No
Proficiency rate for Math assessments	35.71%	71.60%	No
Proficiency rate for Reading assessments	35.71%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.61%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.65%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.57%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Adair**

District: **Zion**

Total Student Enrollment: 336

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 51



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	76.47%	95.00%	No
Participation rate for Reading assessments	76.47%	95.00%	No
Proficiency rate for Math assessments	74.36%	71.60%	Yes
Proficiency rate for Reading assessments	74.36%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	48.84%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	4.65%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Alfalfa**

District: **Burlington**

Total Student Enrollment: 155

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.46%	95.00%	No
Participation rate for Reading assessments	38.46%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.35%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Alfalfa**

District: **Cherokee**

Total Student Enrollment: **307**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **63**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.92%	95.00%	No
Participation rate for Reading assessments	34.92%	95.00%	No
Proficiency rate for Math assessments	13.64%	71.60%	No
Proficiency rate for Reading assessments	13.64%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.31%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.96%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Alfalfa**

District: **Timberlake**

Total Student Enrollment: 245

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 52



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.69%	95.00%	No
Participation rate for Reading assessments	57.69%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	20.00%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Atoka**

District: **Atoka**

Total Student Enrollment: **891**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **205**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.05%	95.00%	No
Participation rate for Reading assessments	38.05%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.86%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.86%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	63.33%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	36.67%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Atoka**

District: **Caney**

Total Student Enrollment: 252

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.27%	95.00%	No
Participation rate for Reading assessments	52.27%	95.00%	No
Proficiency rate for Math assessments	39.13%	71.60%	No
Proficiency rate for Reading assessments	39.13%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Atoka**

District: **Farris**

Total Student Enrollment: 72

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 19



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

**

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

**

95.00%

No

Participation rate for Reading assessments

**

95.00%

No

Proficiency rate for Math assessments

**

71.60%

No

Proficiency rate for Reading assessments

**

70.67%

No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

93.75%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

0.00%

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

6.25%

< 1.85%

No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

**

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

**

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Atoka**

District: **Harmony**

Total Student Enrollment: 203

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.48%	95.00%	No
Participation rate for Reading assessments	40.48%	95.00%	No
Proficiency rate for Math assessments	52.94%	71.60%	No
Proficiency rate for Reading assessments	52.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	91.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Atoka**

District: **Lane**

Total Student Enrollment: 225

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 69



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.28%	95.00%	No
Participation rate for Reading assessments	49.28%	95.00%	No
Proficiency rate for Math assessments	73.53%	71.60%	Yes
Proficiency rate for Reading assessments	73.53%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Atoka**

District: **Stringtown**

Total Student Enrollment: 191

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 47



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.55%	95.00%	No
Participation rate for Reading assessments	42.55%	95.00%	No
Proficiency rate for Math assessments	55.00%	71.60%	No
Proficiency rate for Reading assessments	55.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Atoka**

District: **Tushka**

Total Student Enrollment: 453

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 81



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.27%	95.00%	No
Participation rate for Reading assessments	38.27%	95.00%	No
Proficiency rate for Math assessments	63.33%	71.60%	No
Proficiency rate for Reading assessments	63.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	4.17%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Beaver**

District: **Balko**

Total Student Enrollment: **154**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **33**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.36%	95.00%	No
Participation rate for Reading assessments	36.36%	95.00%	No
Proficiency rate for Math assessments	75.00%	71.60%	Yes
Proficiency rate for Reading assessments	75.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Beaver**

District: **Beaver**

Total Student Enrollment: 363

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 43



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.84%	95.00%	No
Participation rate for Reading assessments	48.84%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Beaver**

District: **Forgan**

Total Student Enrollment: 173

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 32



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.00%	95.00%	No
Participation rate for Reading assessments	50.00%	95.00%	No
Proficiency rate for Math assessments	81.25%	71.60%	Yes
Proficiency rate for Reading assessments	81.25%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Beaver**

District: **Turpin**

Total Student Enrollment: 400

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 57



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.39%	95.00%	No
Participation rate for Reading assessments	54.39%	95.00%	No
Proficiency rate for Math assessments	61.29%	71.60%	No
Proficiency rate for Reading assessments	61.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.93%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.36%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	76.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Beckham**

District: **Elk City**

Total Student Enrollment: 2,333

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 275



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.53%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.18%	95.00%	No
Participation rate for Reading assessments	58.18%	95.00%	No
Proficiency rate for Math assessments	64.78%	71.60%	No
Proficiency rate for Reading assessments	64.78%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	10.68	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.39%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	80.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Beckham**

District: **Erick**

Total Student Enrollment: 257

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 43



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.53%	95.00%	No
Participation rate for Reading assessments	39.53%	95.00%	No
Proficiency rate for Math assessments	58.82%	71.60%	No
Proficiency rate for Reading assessments	58.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.65%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.94%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Beckham**

District: **Merritt**

Total Student Enrollment: **617**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **75**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.33%	95.00%	No
Participation rate for Reading assessments	45.33%	95.00%	No
Proficiency rate for Math assessments	67.65%	71.60%	No
Proficiency rate for Reading assessments	67.65%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Beckham**

District: **Sayre**

Total Student Enrollment: **683**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **85**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.41%	95.00%	No
Participation rate for Reading assessments	49.41%	95.00%	No
Proficiency rate for Math assessments	75.61%	71.60%	Yes
Proficiency rate for Reading assessments	75.61%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.82%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Blaine**

District: **Canton**

Total Student Enrollment: **388**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **77**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.55%	95.00%	No
Participation rate for Reading assessments	54.55%	95.00%	No
Proficiency rate for Math assessments	54.76%	71.60%	No
Proficiency rate for Reading assessments	54.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	7.02	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.11%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Blaine**

District: **Geary**

Total Student Enrollment: **414**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **67**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.25%	95.00%	No
Participation rate for Reading assessments	49.25%	95.00%	No
Proficiency rate for Math assessments	45.45%	71.60%	No
Proficiency rate for Reading assessments	45.45%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.93%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.79%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	47.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Blaine**

District: **Okeene**

Total Student Enrollment: 323

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 79



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.97%	95.00%	No
Participation rate for Reading assessments	37.97%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.41%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Blaine**

District: **Watonga**

Total Student Enrollment: 767

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 92



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.48%	95.00%	No
Participation rate for Reading assessments	43.48%	95.00%	No
Proficiency rate for Math assessments	48.72%	71.60%	No
Proficiency rate for Reading assessments	48.72%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.28%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.10%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	85.71%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Bryan**

District: **Achille**

Total Student Enrollment: **345**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **70**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.71%	95.00%	No
Participation rate for Reading assessments	45.71%	95.00%	No
Proficiency rate for Math assessments	41.94%	71.60%	No
Proficiency rate for Reading assessments	41.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	7.41	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.23%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.75%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Bryan**

District: **Bennington**

Total Student Enrollment: 290

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 93



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.39%	95.00%	No
Participation rate for Reading assessments	48.39%	95.00%	No
Proficiency rate for Math assessments	13.33%	71.60%	No
Proficiency rate for Reading assessments	13.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.66%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.66%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Bryan**

District: **Caddo**

Total Student Enrollment: **486**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **80**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	8.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	77.50%	95.00%	No
Participation rate for Reading assessments	77.50%	95.00%	No
Proficiency rate for Math assessments	67.74%	71.60%	No
Proficiency rate for Reading assessments	67.74%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.46%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Bryan**

District: **Calera**

Total Student Enrollment: 655

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 121



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.11%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.50%	95.00%	No
Participation rate for Reading assessments	40.50%	95.00%	No
Proficiency rate for Math assessments	59.18%	71.60%	No
Proficiency rate for Reading assessments	59.18%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.74%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.87%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Bryan**

District: **Colbert**

Total Student Enrollment: **904**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **164**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	21.43%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.24%	95.00%	No
Participation rate for Reading assessments	40.24%	95.00%	No
Proficiency rate for Math assessments	45.31%	71.60%	No
Proficiency rate for Reading assessments	45.31%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.16	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	48.85%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	4.58%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.76%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	96.97%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Bryan**

District: **Durant**

Total Student Enrollment: **3,527**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **569**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	76%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	19.05%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.51%	95.00%	No
Participation rate for Reading assessments	48.51%	95.00%	No
Proficiency rate for Math assessments	69.82%	71.60%	No
Proficiency rate for Reading assessments	69.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.68	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.94%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	9.02%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.98%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	40.68%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	59.32%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	62.50%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.18%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Bryan**

District: **Rock Creek**

Total Student Enrollment: **454**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **102**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	50.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.10%	95.00%	No
Participation rate for Reading assessments	45.10%	95.00%	No
Proficiency rate for Math assessments	67.39%	71.60%	No
Proficiency rate for Reading assessments	67.39%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.13%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.04%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Bryan**

District: **Silo**

Total Student Enrollment: 753

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 151



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.74%	95.00%	No
Participation rate for Reading assessments	39.74%	95.00%	No
Proficiency rate for Math assessments	37.29%	71.60%	No
Proficiency rate for Reading assessments	37.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.31%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.54%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	80.00%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	63.64%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Caddo**

District: **Anadarko**

Total Student Enrollment: 1,997

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 251



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	88%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.13%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.39%	95.00%	No
Participation rate for Reading assessments	53.39%	95.00%	No
Proficiency rate for Math assessments	29.32%	71.60%	No
Proficiency rate for Reading assessments	29.32%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.67	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.28%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.42%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.42%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	91.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Caddo**

District: **Binger-Oney**

Total Student Enrollment: 320

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 84



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.48%	95.00%	No
Participation rate for Reading assessments	40.48%	95.00%	No
Proficiency rate for Math assessments	61.76%	71.60%	No
Proficiency rate for Reading assessments	61.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.68%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Caddo**

District: **Boone-Apache**

Total Student Enrollment: 574

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 84



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.19%	95.00%	No
Participation rate for Reading assessments	51.19%	95.00%	No
Proficiency rate for Math assessments	55.81%	71.60%	No
Proficiency rate for Reading assessments	55.81%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.68%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Caddo**

District: **Carnegie**

Total Student Enrollment: **561**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **74**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.16%	95.00%	No
Participation rate for Reading assessments	62.16%	95.00%	No
Proficiency rate for Math assessments	91.30%	71.60%	Yes
Proficiency rate for Reading assessments	91.30%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.95	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.24%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.63%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.74%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Caddo**

District: **Cement**

Total Student Enrollment: 249

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	28.57%	95.00%	No
Participation rate for Reading assessments	28.57%	95.00%	No
Proficiency rate for Math assessments	41.67%	71.60%	No
Proficiency rate for Reading assessments	41.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.61%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.44%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Caddo**

District: **Cyril**

Total Student Enrollment: **352**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **65**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.92%	95.00%	No
Participation rate for Reading assessments	36.92%	95.00%	No
Proficiency rate for Math assessments	58.33%	71.60%	No
Proficiency rate for Reading assessments	58.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Caddo**

District: **Fort Cobb-Broxton**

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.35%	95.00%	No
Participation rate for Reading assessments	51.35%	95.00%	No
Proficiency rate for Math assessments	21.05%	71.60%	No
Proficiency rate for Reading assessments	21.05%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Caddo**

District: **Gracemont**

Total Student Enrollment: 163

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 27



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.15%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Caddo**

District: **Hinton**

Total Student Enrollment: 703

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 94



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.62%	95.00%	No
Participation rate for Reading assessments	43.62%	95.00%	No
Proficiency rate for Math assessments	60.98%	71.60%	No
Proficiency rate for Reading assessments	60.98%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.25%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	78.57%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.44%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Caddo**

District: **Hydro-Eakly**

Total Student Enrollment: 492

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 100



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.00%	95.00%	No
Participation rate for Reading assessments	46.00%	95.00%	No
Proficiency rate for Math assessments	73.91%	71.60%	Yes
Proficiency rate for Reading assessments	73.91%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.24%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.19%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	93.75%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.24%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.30%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Caddo**

District: **Lookeba Sickles**

Total Student Enrollment: 256

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.27%	95.00%	No
Participation rate for Reading assessments	52.27%	95.00%	No
Proficiency rate for Math assessments	60.87%	71.60%	No
Proficiency rate for Reading assessments	60.87%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.30%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Canadian**

District: **Banner**

Total Student Enrollment: 168

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 17



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Canadian**

District: **Calumet**

Total Student Enrollment: 302

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.33%	95.00%	No
Participation rate for Reading assessments	58.33%	95.00%	No
Proficiency rate for Math assessments	28.57%	71.60%	No
Proficiency rate for Reading assessments	28.57%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	6.67%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Canadian**

District: **Darlington**

Total Student Enrollment: 230

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	85.71%	95.00%	No
Participation rate for Reading assessments	85.71%	95.00%	No
Proficiency rate for Math assessments	75.86%	71.60%	Yes
Proficiency rate for Reading assessments	75.86%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Canadian**

District: **El Reno**

Total Student Enrollment: **2,572**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **419**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	74%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	3.85%	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.96%	95.00%	No
Participation rate for Reading assessments	42.96%	95.00%	No
Proficiency rate for Math assessments	43.82%	71.60%	No
Proficiency rate for Reading assessments	43.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.39%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.71%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.36%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	70.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	61.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Canadian**

District: **Maple**

Total Student Enrollment: 160

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 20



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Canadian**

District: **Mustang**

Total Student Enrollment: **9,213**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **1,084**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.21%	95.00%	No
Participation rate for Reading assessments	52.21%	95.00%	No
Proficiency rate for Math assessments	50.90%	71.60%	No
Proficiency rate for Reading assessments	50.90%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.30%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.10%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	78.57%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	54.05%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.10%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	20.59%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Canadian**

District: **Piedmont**

Total Student Enrollment: **2,879**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **286**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.36%	95.00%	No
Participation rate for Reading assessments	43.36%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.34%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.37%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.41%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	43.18%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	54.55%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	88.06%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.05%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Canadian**

District: **Riverside**

Total Student Enrollment: 178

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 38



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.53%	95.00%	No
Participation rate for Reading assessments	60.53%	95.00%	No
Proficiency rate for Math assessments	34.78%	71.60%	No
Proficiency rate for Reading assessments	34.78%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	45.71%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Canadian**

District: **Union City**

Total Student Enrollment: 289

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 48



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.25%	95.00%	No
Participation rate for Reading assessments	56.25%	95.00%	No
Proficiency rate for Math assessments	69.23%	71.60%	No
Proficiency rate for Reading assessments	69.23%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	25.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Canadian**

District: **Yukon**

Total Student Enrollment: **7,705**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **938**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	96%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	15.63%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.93%	95.00%	No
Participation rate for Reading assessments	48.93%	95.00%	No
Proficiency rate for Math assessments	66.74%	71.60%	No
Proficiency rate for Reading assessments	66.74%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.32	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.64%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.80%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	17.74%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	64.52%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	100.00 %	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.67%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Carter**

District: **Ardmore**

Total Student Enrollment: **3,080**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **453**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	73%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	100.00 %	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.12%	95.00%	No
Participation rate for Reading assessments	48.12%	95.00%	No
Proficiency rate for Math assessments	69.16%	71.60%	No
Proficiency rate for Reading assessments	69.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.86	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	49.51%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	16.02%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.94%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	31.71%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	65.85%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	57.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Carter**

District: **Dickson**

Total Student Enrollment: 1,356

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 191



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.03%	95.00%	No
Participation rate for Reading assessments	45.03%	95.00%	No
Proficiency rate for Math assessments	63.53%	71.60%	No
Proficiency rate for Reading assessments	63.53%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.50	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.82%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.13%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	71.43%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.10%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Carter**

District: **Fox**

Total Student Enrollment: **312**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **59**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.07%	95.00%	No
Participation rate for Reading assessments	44.07%	95.00%	No
Proficiency rate for Math assessments	26.92%	71.60%	No
Proficiency rate for Reading assessments	26.92%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.40	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.55%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Carter**

District: **Healdton**

Total Student Enrollment: **514**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **112**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.54%	95.00%	No
Participation rate for Reading assessments	45.54%	95.00%	No
Proficiency rate for Math assessments	45.10%	71.60%	No
Proficiency rate for Reading assessments	45.10%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.18%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.95%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.99%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Carter**

District: **Lone Grove**

Total Student Enrollment: **1,574**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **229**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	21.43%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.34%	95.00%	No
Participation rate for Reading assessments	49.34%	95.00%	No
Proficiency rate for Math assessments	62.16%	71.60%	No
Proficiency rate for Reading assessments	62.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.79	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	48.82%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	10.90%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	88.89%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Carter**

District: **Plainview**

Total Student Enrollment: **1,450**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **232**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.14%	95.00%	No
Participation rate for Reading assessments	49.14%	95.00%	No
Proficiency rate for Math assessments	71.93%	71.60%	Yes
Proficiency rate for Reading assessments	71.93%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.55	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.51%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	70.59%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Carter**

District: **Springer**

Total Student Enrollment: **241**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **53**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.62%	95.00%	No
Participation rate for Reading assessments	39.62%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.08%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.95%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Carter**

District: **Wilson**

Total Student Enrollment: **507**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **134**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.54%	95.00%	No
Participation rate for Reading assessments	42.54%	95.00%	No
Proficiency rate for Math assessments	38.60%	71.60%	No
Proficiency rate for Reading assessments	38.60%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.55	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.34%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	92.86%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Carter**

District: **Zaneis**

Total Student Enrollment: 279

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 70



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	25.71%	95.00%	No
Participation rate for Reading assessments	25.71%	95.00%	No
Proficiency rate for Math assessments	38.89%	71.60%	No
Proficiency rate for Reading assessments	38.89%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Briggs**

Total Student Enrollment: 508

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 88



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.27%	95.00%	No
Participation rate for Reading assessments	52.27%	95.00%	No
Proficiency rate for Math assessments	30.43%	71.60%	No
Proficiency rate for Reading assessments	30.43%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.88%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.22%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Cherokee**

District: **Grand View**

Total Student Enrollment: 476

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 79



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	78.48%	95.00%	No
Participation rate for Reading assessments	78.48%	95.00%	No
Proficiency rate for Math assessments	44.07%	71.60%	No
Proficiency rate for Reading assessments	44.07%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.41%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Hulbert**

Total Student Enrollment: 612

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 100



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.00%	95.00%	No
Participation rate for Reading assessments	44.00%	95.00%	No
Proficiency rate for Math assessments	40.91%	71.60%	No
Proficiency rate for Reading assessments	40.91%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.63	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.06%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Keys**

Total Student Enrollment: **880**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **139**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	81%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	30.22%	95.00%	No
Participation rate for Reading assessments	30.22%	95.00%	No
Proficiency rate for Math assessments	47.62%	71.60%	No
Proficiency rate for Reading assessments	47.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.13%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.78%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.29%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Lowrey**

Total Student Enrollment: **154**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **43**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.81%	95.00%	No
Participation rate for Reading assessments	55.81%	95.00%	No
Proficiency rate for Math assessments	75.00%	71.60%	Yes
Proficiency rate for Reading assessments	75.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Norwood**

Total Student Enrollment: 173

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.14%	95.00%	No
Participation rate for Reading assessments	57.14%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Cherokee**

District: **Peggs**

Total Student Enrollment: 257

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 56



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	67.86%	95.00%	No
Participation rate for Reading assessments	67.86%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	83.33%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Shady Grove**

Total Student Enrollment: **147**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **29**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	86.21%	95.00%	No
Participation rate for Reading assessments	86.21%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.19%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cherokee**

District: **Tahlequah**

Total Student Enrollment: 3,566

Enrollment Cluster: 2*

Child Count (students with disabilities) TOTAL: 503



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	24.56%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.93%	95.00%	No
Participation rate for Reading assessments	44.93%	95.00%	No
Proficiency rate for Math assessments	44.84%	71.60%	No
Proficiency rate for Reading assessments	44.84%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.44	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.09%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.65%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	62.50%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Cherokee**

District: **Tenkiller**

Total Student Enrollment: 326

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 62



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.77%	95.00%	No
Participation rate for Reading assessments	46.77%	95.00%	No
Proficiency rate for Math assessments	68.97%	71.60%	No
Proficiency rate for Reading assessments	68.97%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Cherokee**

District: **Tsunadeloquasdi Cherokee Immersion Charter School**

Total Student Enrollment: 112

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 1



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Cherokee**

District: **Woodall**

Total Student Enrollment: **521**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **67**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	73.13%	95.00%	No
Participation rate for Reading assessments	73.13%	95.00%	No
Proficiency rate for Math assessments	70.83%	71.60%	No
Proficiency rate for Reading assessments	70.83%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.69%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	66.67%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Choctaw**

District: **Boswell**

Total Student Enrollment: 350

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 80



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	35.71%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.50%	95.00%	No
Participation rate for Reading assessments	37.50%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Choctaw**

District: **Fort Towson**

Total Student Enrollment: 427

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 85



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.71%	95.00%	No
Participation rate for Reading assessments	44.71%	95.00%	No
Proficiency rate for Math assessments	56.76%	71.60%	No
Proficiency rate for Reading assessments	56.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Choctaw**

District: **Grant**

Total Student Enrollment: 206

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 53



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.49%	95.00%	No
Participation rate for Reading assessments	58.49%	95.00%	No
Proficiency rate for Math assessments	35.48%	71.60%	No
Proficiency rate for Reading assessments	35.48%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Choctaw**

District: **Hugo**

Total Student Enrollment: **1,205**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **203**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	93%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.75%	95.00%	No
Participation rate for Reading assessments	49.75%	95.00%	No
Proficiency rate for Math assessments	53.06%	71.60%	No
Proficiency rate for Reading assessments	53.06%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	9.37	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.81%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.14%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.65%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Choctaw**

District: **Soper**

Total Student Enrollment: **366**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **73**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.99%	95.00%	No
Participation rate for Reading assessments	36.99%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	10.55	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.06%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	35.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Choctaw**

District: **Swink**

Total Student Enrollment: 119

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 53



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	26.42%	95.00%	No
Participation rate for Reading assessments	26.42%	95.00%	No
Proficiency rate for Math assessments	72.73%	71.60%	Yes
Proficiency rate for Reading assessments	72.73%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	86.21%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Cimarron**

District: **Boise City**

Total Student Enrollment: 270

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.24%	95.00%	No
Participation rate for Reading assessments	45.24%	95.00%	No
Proficiency rate for Math assessments	68.42%	71.60%	No
Proficiency rate for Reading assessments	68.42%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Cimarron**

District: **Felt**

Total Student Enrollment: 89

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 17



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cimarron**

District: **Keyes**

Total Student Enrollment: 73

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 9



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cleveland**

District: **Lexington**

Total Student Enrollment: 1,082

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 174



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	88%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.62%	95.00%	No
Participation rate for Reading assessments	58.62%	95.00%	No
Proficiency rate for Math assessments	61.62%	71.60%	No
Proficiency rate for Reading assessments	61.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.31	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.98%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.82%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	64.71%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cleveland**

District: **Little Axe**

Total Student Enrollment: **1,223**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **243**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	80%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.79%	95.00%	No
Participation rate for Reading assessments	49.79%	95.00%	No
Proficiency rate for Math assessments	76.86%	71.60%	Yes
Proficiency rate for Reading assessments	76.86%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.05	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.39%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.44%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	86.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.73%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Cleveland**

District: **Moore**

Total Student Enrollment: 22,672

Enrollment Cluster: 1*

Child Count (students with disabilities) TOTAL: 3,239



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	90%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	22.39%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.10%	95.00%	No
Participation rate for Reading assessments	51.10%	95.00%	No
Proficiency rate for Math assessments	75.38%	71.60%	Yes
Proficiency rate for Reading assessments	75.38%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.86	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.11%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.45%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.54%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	13.93%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	54.29%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	68.09%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.84%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.84%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Cleveland**

District: **Noble**

Total Student Enrollment: **2,873**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **409**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.22%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.14%	95.00%	No
Participation rate for Reading assessments	49.14%	95.00%	No
Proficiency rate for Math assessments	53.73%	71.60%	No
Proficiency rate for Reading assessments	53.73%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.04	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.52%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	52.38%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.88%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Cleveland**

District: **Norman**

Total Student Enrollment: 15,022

Enrollment Cluster: 1*

Child Count (students with disabilities) TOTAL: 2,480



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	87%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.02%	95.00%	No
Participation rate for Reading assessments	48.02%	95.00%	No
Proficiency rate for Math assessments	65.79%	71.60%	No
Proficiency rate for Reading assessments	65.79%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.01	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.99%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.87%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	4.81%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	28.24%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	54.71%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	65.85%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.55%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.08%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Cleveland**

District: **Robin Hill**

Total Student Enrollment: 224

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 27



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.56%	95.00%	No
Participation rate for Reading assessments	55.56%	95.00%	No
Proficiency rate for Math assessments	53.33%	71.60%	No
Proficiency rate for Reading assessments	53.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Coal**

District: **Coalgate**

Total Student Enrollment: 732

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 182



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.86%	95.00%	No
Participation rate for Reading assessments	42.86%	95.00%	No
Proficiency rate for Math assessments	72.97%	71.60%	Yes
Proficiency rate for Reading assessments	72.97%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.93%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.44%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.61%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Coal**

District: **Cottonwood**

Total Student Enrollment: 247

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 85



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.76%	95.00%	No
Participation rate for Reading assessments	51.76%	95.00%	No
Proficiency rate for Math assessments	65.91%	71.60%	No
Proficiency rate for Reading assessments	65.91%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.36%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	79.17%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Coal**

District: **Tupelo**

Total Student Enrollment: 268

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 74



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.84%	95.00%	No
Participation rate for Reading assessments	37.84%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.45%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Comanche**

District: **Bishop**

Total Student Enrollment: 530

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 64



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	68.75%	95.00%	No
Participation rate for Reading assessments	68.75%	95.00%	No
Proficiency rate for Math assessments	90.70%	71.60%	Yes
Proficiency rate for Reading assessments	90.70%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.36%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Comanche**

District: **Cache**

Total Student Enrollment: 1,755

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 310



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	13.04%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.77%	95.00%	No
Participation rate for Reading assessments	46.77%	95.00%	No
Proficiency rate for Math assessments	38.46%	71.60%	No
Proficiency rate for Reading assessments	38.46%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.07%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	8.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.36%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	80.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	90.00%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.65%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Comanche**

District: **Chattanooga**

Total Student Enrollment: 277

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.54%	95.00%	No
Participation rate for Reading assessments	40.54%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.70%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Comanche**

District: **Elgin**

Total Student Enrollment: 1,972

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 251



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	91%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	21.43%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.40%	95.00%	No
Participation rate for Reading assessments	49.40%	95.00%	No
Proficiency rate for Math assessments	77.24%	71.60%	Yes
Proficiency rate for Reading assessments	77.24%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.84	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.56%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.18%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	68.18%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.11%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Comanche**

District: **Fletcher**

Total Student Enrollment: **456**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **73**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.68%	95.00%	No
Participation rate for Reading assessments	50.68%	95.00%	No
Proficiency rate for Math assessments	62.16%	71.60%	No
Proficiency rate for Reading assessments	62.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.28%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.23%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Comanche**

District: **Flower Mound**

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	68.18%	95.00%	No
Participation rate for Reading assessments	68.18%	95.00%	No
Proficiency rate for Math assessments	46.67%	71.60%	No
Proficiency rate for Reading assessments	46.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Comanche**

District: **Geronimo**

Total Student Enrollment: 353

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 45



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.00%	95.00%	No
Participation rate for Reading assessments	60.00%	95.00%	No
Proficiency rate for Math assessments	92.31%	71.60%	Yes
Proficiency rate for Reading assessments	92.31%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.45%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.55%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Comanche**

District: **Indiahoma**

Total Student Enrollment: 228

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 51



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	29.41%	95.00%	No
Participation rate for Reading assessments	29.41%	95.00%	No
Proficiency rate for Math assessments	93.33%	71.60%	Yes
Proficiency rate for Reading assessments	93.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.64%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Comanche**

District: **Lawton**

Total Student Enrollment: **15,875**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **2,654**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	78%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	17.86%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.65%	95.00%	No
Participation rate for Reading assessments	46.65%	95.00%	No
Proficiency rate for Math assessments	73.12%	71.60%	Yes
Proficiency rate for Reading assessments	73.12%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.89	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.68%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	33.64%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.45%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	7.61%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	85.33%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	70.59%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.47%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Comanche**

District: **Sterling**

Total Student Enrollment: 425

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 47



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.94%	95.00%	No
Participation rate for Reading assessments	48.94%	95.00%	No
Proficiency rate for Math assessments	78.26%	71.60%	Yes
Proficiency rate for Reading assessments	78.26%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.05%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.52%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.38%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Cotton**

District: **Big Pasture**

Total Student Enrollment: 204

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 34



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.18%	95.00%	No
Participation rate for Reading assessments	41.18%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Cotton**

District: **Temple**

Total Student Enrollment: 229

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 60



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	28.33%	95.00%	No
Participation rate for Reading assessments	28.33%	95.00%	No
Proficiency rate for Math assessments	58.82%	71.60%	No
Proficiency rate for Reading assessments	58.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.08%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	6.25%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Cotton**

District: **Walters**

Total Student Enrollment: 716

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 110



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.27%	95.00%	No
Participation rate for Reading assessments	47.27%	95.00%	No
Proficiency rate for Math assessments	71.15%	71.60%	No
Proficiency rate for Reading assessments	71.15%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	76.92%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Craig**

District: **Bluejacket**

Total Student Enrollment: 214

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 38



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.53%	95.00%	No
Participation rate for Reading assessments	60.53%	95.00%	No
Proficiency rate for Math assessments	69.57%	71.60%	No
Proficiency rate for Reading assessments	69.57%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.11%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.63%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Craig**

District: **Ketchum**

Total Student Enrollment: **642**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **112**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.71%	95.00%	No
Participation rate for Reading assessments	60.71%	95.00%	No
Proficiency rate for Math assessments	45.59%	71.60%	No
Proficiency rate for Reading assessments	45.59%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.97%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.99%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	26.32%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Craig**

District: **Vinita**

Total Student Enrollment: 1,633

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 230



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	13.64%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.87%	95.00%	No
Participation rate for Reading assessments	50.87%	95.00%	No
Proficiency rate for Math assessments	81.58%	71.60%	Yes
Proficiency rate for Reading assessments	81.58%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.33	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.91%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.46%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	90.91%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	80.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.09%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Craig**

District: **Welch**

Total Student Enrollment: 365

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 80



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.00%	95.00%	No
Participation rate for Reading assessments	60.00%	95.00%	No
Proficiency rate for Math assessments	72.34%	71.60%	Yes
Proficiency rate for Reading assessments	72.34%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.26%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.32%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Craig**

District: **White Oak**

Total Student Enrollment: **851**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **95**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.58%	95.00%	No
Participation rate for Reading assessments	51.58%	95.00%	No
Proficiency rate for Math assessments	22.92%	71.60%	No
Proficiency rate for Reading assessments	22.92%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	87.50%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Creek**

District: **Allen-Bowden**

Total Student Enrollment: 369

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 63



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	85.71%	95.00%	No
Participation rate for Reading assessments	85.71%	95.00%	No
Proficiency rate for Math assessments	86.79%	71.60%	Yes
Proficiency rate for Reading assessments	86.79%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.17%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.69%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Creek**

District: **Bristow**

Total Student Enrollment: **1,707**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **266**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	90%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	19.05%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.26%	95.00%	No
Participation rate for Reading assessments	52.26%	95.00%	No
Proficiency rate for Math assessments	55.80%	71.60%	No
Proficiency rate for Reading assessments	55.80%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.74	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.20%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.40%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.80%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	62.50%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.10%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.68%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Depew**

Total Student Enrollment: **379**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **84**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	93%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.19%	95.00%	No
Participation rate for Reading assessments	51.19%	95.00%	No
Proficiency rate for Math assessments	61.90%	71.60%	No
Proficiency rate for Reading assessments	61.90%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.30%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	12.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Creek**

District: **Drumright**

Total Student Enrollment: 619

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 132



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	33.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	59.85%	95.00%	No
Participation rate for Reading assessments	59.85%	95.00%	No
Proficiency rate for Math assessments	31.58%	71.60%	No
Proficiency rate for Reading assessments	31.58%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.56	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.05%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	15.45%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.81%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Gypsy**

Total Student Enrollment: **117**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **18**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

NA

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

**

95.00%

No

Participation rate for Reading assessments

**

95.00%

No

Proficiency rate for Math assessments

**

71.60%

No

Proficiency rate for Reading assessments

**

70.67%

No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

81.25%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

12.50%

< 9.84%

No

Percent of students with disabilities in separate schools/facilities.

0.00%

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

**

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

**

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Creek**

District: **Kellyville**

Total Student Enrollment: **1,175**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **193**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	44.44%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.74%	95.00%	No
Participation rate for Reading assessments	49.74%	95.00%	No
Proficiency rate for Math assessments	45.65%	71.60%	No
Proficiency rate for Reading assessments	45.65%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.80%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.39%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.10%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.24%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Kiefer**

Total Student Enrollment: **578**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **77**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.11%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.65%	95.00%	No
Participation rate for Reading assessments	50.65%	95.00%	No
Proficiency rate for Math assessments	74.36%	71.60%	Yes
Proficiency rate for Reading assessments	74.36%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	76.92%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Lone Star**

Total Student Enrollment: 912

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 70



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	85.71%	95.00%	No
Participation rate for Reading assessments	85.71%	95.00%	No
Proficiency rate for Math assessments	61.02%	71.60%	No
Proficiency rate for Reading assessments	61.02%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	11.67%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Creek**

District: **Mannford**

Total Student Enrollment: 1,533

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 287



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	4.76%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.81%	95.00%	No
Participation rate for Reading assessments	41.81%	95.00%	No
Proficiency rate for Math assessments	67.80%	71.60%	No
Proficiency rate for Reading assessments	67.80%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.62	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.37%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.46%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	70.83%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.23%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.08%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Creek**

District: **Milfay**

Total Student Enrollment: 53

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 10



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

NA

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

**

95.00%

No

Participation rate for Reading assessments

**

95.00%

No

Proficiency rate for Math assessments

**

71.60%

No

Proficiency rate for Reading assessments

**

70.67%

No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

**

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

**

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

**

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

**

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

**

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Creek**

District: **Mounds**

Total Student Enrollment: **606**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **102**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.82%	95.00%	No
Participation rate for Reading assessments	58.82%	95.00%	No
Proficiency rate for Math assessments	35.59%	71.60%	No
Proficiency rate for Reading assessments	35.59%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	14.40	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.25%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.38%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Oilton**

Total Student Enrollment: 297

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 56



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.14%	95.00%	No
Participation rate for Reading assessments	57.14%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.92%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Creek**

District: **Olive**

Total Student Enrollment: 400

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 87



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.72%	95.00%	No
Participation rate for Reading assessments	51.72%	95.00%	No
Proficiency rate for Math assessments	62.22%	71.60%	No
Proficiency rate for Reading assessments	62.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.19%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Creek**

District: **Pretty Water**

Total Student Enrollment: 255

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.90%	95.00%	No
Participation rate for Reading assessments	61.90%	95.00%	No
Proficiency rate for Math assessments	57.69%	71.60%	No
Proficiency rate for Reading assessments	57.69%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	11.43%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Creek**

District: **Sapulpa**

Total Student Enrollment: **4,076**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **606**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	70%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	30.36%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.85%	95.00%	No
Participation rate for Reading assessments	47.85%	95.00%	No
Proficiency rate for Math assessments	67.14%	71.60%	No
Proficiency rate for Reading assessments	67.14%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.11	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.72%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	18.98%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.91%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	36.21%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	50.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.03%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Custer**

District: **Arapaho Butler**

Total Student Enrollment: **364**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **41**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.34%	95.00%	No
Participation rate for Reading assessments	46.34%	95.00%	No
Proficiency rate for Math assessments	84.21%	71.60%	Yes
Proficiency rate for Reading assessments	84.21%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.95%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.63%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	66.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Custer**

District: **Clinton**

Total Student Enrollment: **2,248**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **237**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	94%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.79%	95.00%	No
Participation rate for Reading assessments	49.79%	95.00%	No
Proficiency rate for Math assessments	69.23%	71.60%	No
Proficiency rate for Reading assessments	69.23%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.81	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.78%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.44%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	91.67%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	87.50%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Custer**

District: **Thomas-Fay-Custer Unified Dist**

Total Student Enrollment: 471

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 73



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.10%	95.00%	No
Participation rate for Reading assessments	41.10%	95.00%	No
Proficiency rate for Math assessments	80.00%	71.60%	Yes
Proficiency rate for Reading assessments	80.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.05	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Custer**

District: **Weatherford**

Total Student Enrollment: 1,931

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 246



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	60%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	33.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.97%	95.00%	No
Participation rate for Reading assessments	47.97%	95.00%	No
Proficiency rate for Math assessments	62.39%	71.60%	No
Proficiency rate for Reading assessments	62.39%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.49	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.80%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	93.10%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	75.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.96%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Delaware**

District: **Cleora**

Total Student Enrollment: 111

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 15



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	100.00%	95.00%	Yes
Participation rate for Reading assessments	100.00%	95.00%	Yes
Proficiency rate for Math assessments	73.33%	71.60%	Yes
Proficiency rate for Reading assessments	73.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Delaware**

District: **Colcord**

Total Student Enrollment: **614**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **139**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	9.09%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.41%	95.00%	No
Participation rate for Reading assessments	37.41%	95.00%	No
Proficiency rate for Math assessments	48.08%	71.60%	No
Proficiency rate for Reading assessments	48.08%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.90	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.85%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.77%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	66.67%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Delaware**

District: **Grove**

Total Student Enrollment: **2,489**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **330**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	34.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.12%	95.00%	No
Participation rate for Reading assessments	52.12%	95.00%	No
Proficiency rate for Math assessments	48.84%	71.60%	No
Proficiency rate for Reading assessments	48.84%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.98	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.68%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	76.92%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.44%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Delaware**

District: **Jay**

Total Student Enrollment: **1,806**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **327**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	91%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	35.56%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.95%	95.00%	No
Participation rate for Reading assessments	44.95%	95.00%	No
Proficiency rate for Math assessments	35.86%	71.60%	No
Proficiency rate for Reading assessments	35.86%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.64%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.33%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	91.43%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Delaware**

District: **Kansas**

Total Student Enrollment: **967**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **231**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	17.65%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.99%	95.00%	No
Participation rate for Reading assessments	41.99%	95.00%	No
Proficiency rate for Math assessments	54.17%	71.60%	No
Proficiency rate for Reading assessments	54.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.97%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.91%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.97%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	60.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	40.00%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	60.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.29%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Delaware**

District: **Kenwood**

Total Student Enrollment: 101

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 3



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

**

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
--	-----------------	---------------------	---------------------

Participation rate for Math assessments

**

95.00%

Yes

Participation rate for Reading assessments

**

95.00%

Yes

Proficiency rate for Math assessments

**

71.60%

No

Proficiency rate for Reading assessments

**

70.67%

No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

**

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

**

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

**

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

NA

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

NA

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.31%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Delaware**

District: **Leach**

Total Student Enrollment: 163

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 25



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.00%	95.00%	No
Participation rate for Reading assessments	52.00%	95.00%	No
Proficiency rate for Math assessments	46.15%	71.60%	No
Proficiency rate for Reading assessments	46.15%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Delaware**

District: **Moseley**

Total Student Enrollment: 251

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 40



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	75.00%	95.00%	No
Participation rate for Reading assessments	75.00%	95.00%	No
Proficiency rate for Math assessments	33.33%	71.60%	No
Proficiency rate for Reading assessments	33.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	29.73%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	51.35%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Delaware**

District: **Oaks-Mission**

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 46



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.52%	95.00%	No
Participation rate for Reading assessments	56.52%	95.00%	No
Proficiency rate for Math assessments	76.92%	71.60%	Yes
Proficiency rate for Reading assessments	76.92%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Dewey**

District: **Seiling**

Total Student Enrollment: **419**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **77**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.86%	95.00%	No
Participation rate for Reading assessments	42.86%	95.00%	No
Proficiency rate for Math assessments	53.13%	71.60%	No
Proficiency rate for Reading assessments	53.13%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.78%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Dewey**

District: **Taloga**

Total Student Enrollment: 87

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 22



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.45%	95.00%	No
Participation rate for Reading assessments	45.45%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Dewey**

District: **Vici**

Total Student Enrollment: **304**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **38**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.53%	95.00%	No
Participation rate for Reading assessments	60.53%	95.00%	No
Proficiency rate for Math assessments	65.22%	71.60%	No
Proficiency rate for Reading assessments	65.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.94%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.59%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Ellis**

District: **Arnett**

Total Student Enrollment: 192

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 27



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Ellis**

District: **Fargo**

Total Student Enrollment: 203

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 21



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.38%	95.00%	No
Participation rate for Reading assessments	52.38%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.29%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Ellis**

District: **Gage**

Total Student Enrollment: 93

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 18



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.35%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Ellis**

District: **Shattuck**

Total Student Enrollment: 350

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 52



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.54%	95.00%	No
Participation rate for Reading assessments	36.54%	95.00%	No
Proficiency rate for Math assessments	73.68%	71.60%	Yes
Proficiency rate for Reading assessments	73.68%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.56%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garfield**

District: **Chisholm**

Total Student Enrollment: 892

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 104



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.96%	95.00%	No
Participation rate for Reading assessments	50.96%	95.00%	No
Proficiency rate for Math assessments	79.25%	71.60%	Yes
Proficiency rate for Reading assessments	79.25%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.84%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.53%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garfield**

District: **Covington-Douglas**

Total Student Enrollment: 282

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.22%	95.00%	No
Participation rate for Reading assessments	47.22%	95.00%	No
Proficiency rate for Math assessments	47.06%	71.60%	No
Proficiency rate for Reading assessments	47.06%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.14%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Garfield**

District: **Drummond**

Total Student Enrollment: 332

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 83



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	25.30%	95.00%	No
Participation rate for Reading assessments	25.30%	95.00%	No
Proficiency rate for Math assessments	57.14%	71.60%	No
Proficiency rate for Reading assessments	57.14%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	5.08%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.30%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Garfield**

District: **Enid**

Total Student Enrollment: **7,288**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **957**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	83%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	26.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.38%	95.00%	No
Participation rate for Reading assessments	48.38%	95.00%	No
Proficiency rate for Math assessments	55.29%	71.60%	No
Proficiency rate for Reading assessments	55.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.96%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	21.93%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	4.59%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	29.07%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	50.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	87.50%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Garfield**

District: **Garber**

Total Student Enrollment: **343**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **46**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	32.61%	95.00%	No
Participation rate for Reading assessments	32.61%	95.00%	No
Proficiency rate for Math assessments	93.33%	71.60%	Yes
Proficiency rate for Reading assessments	93.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garfield**

District: **Kremlin-Hillsdale**

Total Student Enrollment: 335

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 43



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.79%	95.00%	No
Participation rate for Reading assessments	62.79%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.85%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.56%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Garfield**

District: **Pioneer-Pleasant Vale**

Total Student Enrollment: 577

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 69



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.07%	95.00%	No
Participation rate for Reading assessments	55.07%	95.00%	No
Proficiency rate for Math assessments	56.76%	71.60%	No
Proficiency rate for Reading assessments	56.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.09%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.64%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	76.92%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Garfield**

District: **Waukomis**

Total Student Enrollment: **344**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **52**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.69%	95.00%	No
Participation rate for Reading assessments	57.69%	95.00%	No
Proficiency rate for Math assessments	53.33%	71.60%	No
Proficiency rate for Reading assessments	53.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.58%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.82%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Garvin**

District: **Elmore City-Pernell**

Total Student Enrollment: **484**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **84**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.24%	95.00%	No
Participation rate for Reading assessments	45.24%	95.00%	No
Proficiency rate for Math assessments	42.11%	71.60%	No
Proficiency rate for Reading assessments	42.11%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.95%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garvin**

District: **Lindsay**

Total Student Enrollment: **1,214**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **237**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	90%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	22.22%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.74%	95.00%	No
Participation rate for Reading assessments	52.74%	95.00%	No
Proficiency rate for Math assessments	75.00%	71.60%	Yes
Proficiency rate for Reading assessments	75.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.24%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.45%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	62.50%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.98%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Garvin**

District: **Maysville**

Total Student Enrollment: 399

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 63



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	66.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.92%	95.00%	No
Participation rate for Reading assessments	34.92%	95.00%	No
Proficiency rate for Math assessments	52.38%	71.60%	No
Proficiency rate for Reading assessments	52.38%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Garvin**

District: **Paoli**

Total Student Enrollment: 242

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 54



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.85%	95.00%	No
Participation rate for Reading assessments	51.85%	95.00%	No
Proficiency rate for Math assessments	74.07%	71.60%	Yes
Proficiency rate for Reading assessments	74.07%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.89%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Garvin**

District: **Pauls Valley**

Total Student Enrollment: **1,278**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **230**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	83%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.61%	95.00%	No
Participation rate for Reading assessments	52.61%	95.00%	No
Proficiency rate for Math assessments	74.17%	71.60%	Yes
Proficiency rate for Reading assessments	74.17%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.37%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.79%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	71.43%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.29%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.25%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Garvin**

District: **Stratford**

Total Student Enrollment: **647**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **111**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	50.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.75%	95.00%	No
Participation rate for Reading assessments	47.75%	95.00%	No
Proficiency rate for Math assessments	59.62%	71.60%	No
Proficiency rate for Reading assessments	59.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.02%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garvin**

District: **Whitebead**

Total Student Enrollment: 433

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	83.33%	95.00%	No
Participation rate for Reading assessments	83.33%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.93%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Garvin**

District: **Wynnewood**

Total Student Enrollment: 677

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 133



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	30.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.87%	95.00%	No
Participation rate for Reading assessments	48.87%	95.00%	No
Proficiency rate for Math assessments	46.03%	71.60%	No
Proficiency rate for Reading assessments	46.03%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.11%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	54.55%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.24%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Grady**

District: **Alex**

Total Student Enrollment: 293

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 49



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.69%	95.00%	No
Participation rate for Reading assessments	34.69%	95.00%	No
Proficiency rate for Math assessments	58.82%	71.60%	No
Proficiency rate for Reading assessments	58.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.64%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	60.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Grady**

District: **Amber-Pocasset**

Total Student Enrollment: 475

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 77



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.06%	95.00%	No
Participation rate for Reading assessments	35.06%	95.00%	No
Proficiency rate for Math assessments	73.08%	71.60%	Yes
Proficiency rate for Reading assessments	73.08%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.72%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Grady**

District: **Bridge Creek**

Total Student Enrollment: **1,409**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **164**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.61%	95.00%	No
Participation rate for Reading assessments	50.61%	95.00%	No
Proficiency rate for Math assessments	67.50%	71.60%	No
Proficiency rate for Reading assessments	67.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.27%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.64%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Grady**

District: **Chickasha**

Total Student Enrollment: **2,509**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **395**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.54%	95.00%	No
Participation rate for Reading assessments	43.54%	95.00%	No
Proficiency rate for Math assessments	68.45%	71.60%	No
Proficiency rate for Reading assessments	68.45%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.81	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.58%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.93%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	68.75%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.36%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.92%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Grady**

District: **Friend**

Total Student Enrollment: 193

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	65.38%	95.00%	No
Participation rate for Reading assessments	65.38%	95.00%	No
Proficiency rate for Math assessments	70.59%	71.60%	No
Proficiency rate for Reading assessments	70.59%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.45%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Grady**

District: **Middleberg**

Total Student Enrollment: 207

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 22



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	72.73%	95.00%	No
Participation rate for Reading assessments	72.73%	95.00%	No
Proficiency rate for Math assessments	56.25%	71.60%	No
Proficiency rate for Reading assessments	56.25%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.68%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Grady**

District: **Minco**

Total Student Enrollment: **582**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **84**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.43%	95.00%	No
Participation rate for Reading assessments	46.43%	95.00%	No
Proficiency rate for Math assessments	55.26%	71.60%	No
Proficiency rate for Reading assessments	55.26%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.53%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.27%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Grady**

District: **Ninnekah**

Total Student Enrollment: **508**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **83**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.60%	95.00%	No
Participation rate for Reading assessments	50.60%	95.00%	No
Proficiency rate for Math assessments	54.76%	71.60%	No
Proficiency rate for Reading assessments	54.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Grady**

District: **Pioneer**

Total Student Enrollment: **384**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **46**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	63.04%	95.00%	No
Participation rate for Reading assessments	63.04%	95.00%	No
Proficiency rate for Math assessments	55.17%	71.60%	No
Proficiency rate for Reading assessments	55.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.95%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Grady**

District: **Rush Springs**

Total Student Enrollment: 609

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 99



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.46%	95.00%	No
Participation rate for Reading assessments	46.46%	95.00%	No
Proficiency rate for Math assessments	82.61%	71.60%	Yes
Proficiency rate for Reading assessments	82.61%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.60%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Grady**

District: **Tuttle**

Total Student Enrollment: 1,769

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 228



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	22.22%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.25%	95.00%	No
Participation rate for Reading assessments	48.25%	95.00%	No
Proficiency rate for Math assessments	58.88%	71.60%	No
Proficiency rate for Reading assessments	58.88%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.09%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.83%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	93.75%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	82.98%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Grady**

District: **Verden**

Total Student Enrollment: 303

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	65.91%	95.00%	No
Participation rate for Reading assessments	65.91%	95.00%	No
Proficiency rate for Math assessments	75.00%	71.60%	Yes
Proficiency rate for Reading assessments	75.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.27%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Grant**

District: **Deer Creek-Lamont**

Total Student Enrollment: 193

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.28%	95.00%	No
Participation rate for Reading assessments	48.28%	95.00%	No
Proficiency rate for Math assessments	69.23%	71.60%	No
Proficiency rate for Reading assessments	69.23%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.14%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.57%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Grant**

District: **Medford**

Total Student Enrollment: **284**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **47**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.43%	95.00%	No
Participation rate for Reading assessments	40.43%	95.00%	No
Proficiency rate for Math assessments	82.35%	71.60%	Yes
Proficiency rate for Reading assessments	82.35%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.22	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.64%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Grant**

District: **Pond Creek-Hunter**

Total Student Enrollment: **304**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **45**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	33.33%	95.00%	No
Participation rate for Reading assessments	33.33%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	22.50%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Greer**

District: **Granite**

Total Student Enrollment: 253

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 45



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.56%	95.00%	No
Participation rate for Reading assessments	55.56%	95.00%	No
Proficiency rate for Math assessments	84.00%	71.60%	Yes
Proficiency rate for Reading assessments	84.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.18%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Greer**

District: **Lakeside School**

Total Student Enrollment: **48**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: **25**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.26%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Greer**

District: **Mangum**

Total Student Enrollment: **681**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **104**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	30.77%	95.00%	No
Participation rate for Reading assessments	30.77%	95.00%	No
Proficiency rate for Math assessments	34.38%	71.60%	No
Proficiency rate for Reading assessments	34.38%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.19	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	93.33%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Harmon**

District: **Hollis**

Total Student Enrollment: 550

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 109



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.62%	95.00%	No
Participation rate for Reading assessments	48.62%	95.00%	No
Proficiency rate for Math assessments	59.62%	71.60%	No
Proficiency rate for Reading assessments	59.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	44.21%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	4.21%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.11%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Harper**

District: **Buffalo**

Total Student Enrollment: 263

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 43



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.51%	95.00%	No
Participation rate for Reading assessments	46.51%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.50%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Harper**

District: **Laverne**

Total Student Enrollment: **452**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **60**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.33%	95.00%	No
Participation rate for Reading assessments	58.33%	95.00%	No
Proficiency rate for Math assessments	63.64%	71.60%	No
Proficiency rate for Reading assessments	63.64%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.93%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Haskell**

District: **Keota**

Total Student Enrollment: **414**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **116**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	25.86%	95.00%	No
Participation rate for Reading assessments	25.86%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.16%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.99%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.99%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	76.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Haskell**

District: **Kinta**

Total Student Enrollment: 195

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.07%	95.00%	No
Participation rate for Reading assessments	62.07%	95.00%	No
Proficiency rate for Math assessments	37.50%	71.60%	No
Proficiency rate for Reading assessments	37.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Haskell**

District: **Mc Curtain**

Total Student Enrollment: 246

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 59



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.76%	95.00%	No
Participation rate for Reading assessments	45.76%	95.00%	No
Proficiency rate for Math assessments	48.15%	71.60%	No
Proficiency rate for Reading assessments	48.15%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Haskell**

District: **Stigler**

Total Student Enrollment: 1,327

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 264



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.94%	95.00%	No
Participation rate for Reading assessments	43.94%	95.00%	No
Proficiency rate for Math assessments	43.36%	71.60%	No
Proficiency rate for Reading assessments	43.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.14%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.46%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	92.50%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.40%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Haskell**

District: **Whitefield**

Total Student Enrollment: 130

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 50



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	32.00%	95.00%	No
Participation rate for Reading assessments	32.00%	95.00%	No
Proficiency rate for Math assessments	31.25%	71.60%	No
Proficiency rate for Reading assessments	31.25%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.08%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	92.31%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Hughes**

District: **Calvin**

Total Student Enrollment: 168

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 55



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.55%	95.00%	No
Participation rate for Reading assessments	34.55%	95.00%	No
Proficiency rate for Math assessments	78.95%	71.60%	Yes
Proficiency rate for Reading assessments	78.95%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Hughes**

District: **Dustin**

Total Student Enrollment: 69

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 25



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	76.00%	95.00%	No
Participation rate for Reading assessments	76.00%	95.00%	No
Proficiency rate for Math assessments	47.37%	71.60%	No
Proficiency rate for Reading assessments	47.37%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.00%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Hughes**

District: **Holdenville**

Total Student Enrollment: **1,105**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **206**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	85%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	26.09%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.20%	95.00%	No
Participation rate for Reading assessments	43.20%	95.00%	No
Proficiency rate for Math assessments	44.83%	71.60%	No
Proficiency rate for Reading assessments	44.83%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	21.53	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.81%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	44.12%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	55.88%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	93.33%	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	63.41%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Hughes**

District: **Moss**

Total Student Enrollment: **257**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **48**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.17%	95.00%	No
Participation rate for Reading assessments	54.17%	95.00%	No
Proficiency rate for Math assessments	65.38%	71.60%	No
Proficiency rate for Reading assessments	65.38%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.18%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	6.82%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Hughes*

District: *Stuart*

Total Student Enrollment: 283

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 53



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	33.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.17%	95.00%	No
Participation rate for Reading assessments	47.17%	95.00%	No
Proficiency rate for Math assessments	64.00%	71.60%	No
Proficiency rate for Reading assessments	64.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.38%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.92%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Hughes**

District: **Wetumka**

Total Student Enrollment: **497**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **105**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.76%	95.00%	No
Participation rate for Reading assessments	44.76%	95.00%	No
Proficiency rate for Math assessments	82.61%	71.60%	Yes
Proficiency rate for Reading assessments	82.61%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.95%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.14%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	94.12%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Jackson**

District: **Altus**

Total Student Enrollment: **3,873**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **391**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	67%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	30.43%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.71%	95.00%	No
Participation rate for Reading assessments	53.71%	95.00%	No
Proficiency rate for Math assessments	51.92%	71.60%	No
Proficiency rate for Reading assessments	51.92%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.57	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.95%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.84%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.28%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	73.53%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.32%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.85%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Jackson**

District: **Blair**

Total Student Enrollment: 300

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 48



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.42%	95.00%	No
Participation rate for Reading assessments	60.42%	95.00%	No
Proficiency rate for Math assessments	39.29%	71.60%	No
Proficiency rate for Reading assessments	39.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Jackson**

District: **Duke**

Total Student Enrollment: 194

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 34



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.12%	95.00%	No
Participation rate for Reading assessments	44.12%	95.00%	No
Proficiency rate for Math assessments	53.33%	71.60%	No
Proficiency rate for Reading assessments	53.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Jackson**

District: **Eldorado**

Total Student Enrollment: 136

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.24%	95.00%	No
Participation rate for Reading assessments	43.24%	95.00%	No
Proficiency rate for Math assessments	31.25%	71.60%	No
Proficiency rate for Reading assessments	31.25%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Jackson**

District: **Navajo**

Total Student Enrollment: 465

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 55



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.00%	95.00%	No
Participation rate for Reading assessments	60.00%	95.00%	No
Proficiency rate for Math assessments	60.61%	71.60%	No
Proficiency rate for Reading assessments	60.61%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.23%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Jackson**

District: **Olustee**

Total Student Enrollment: 162

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.95%	95.00%	No
Participation rate for Reading assessments	45.95%	95.00%	No
Proficiency rate for Math assessments	80.00%	71.60%	Yes
Proficiency rate for Reading assessments	80.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Jefferson**

District: **Ringling**

Total Student Enrollment: **456**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **87**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	20.69%	95.00%	No
Participation rate for Reading assessments	20.69%	95.00%	No
Proficiency rate for Math assessments	76.47%	71.60%	Yes
Proficiency rate for Reading assessments	76.47%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.39%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	6.94%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Jefferson**

District: **Ryan**

Total Student Enrollment: **241**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **71**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.66%	95.00%	No
Participation rate for Reading assessments	43.66%	95.00%	No
Proficiency rate for Math assessments	73.33%	71.60%	Yes
Proficiency rate for Reading assessments	73.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.95%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Jefferson**

District: **Terral**

Total Student Enrollment: 80

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.86%	95.00%	No
Participation rate for Reading assessments	42.86%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Jefferson**

District: **Waurika**

Total Student Enrollment: **409**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **63**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.27%	95.00%	No
Participation rate for Reading assessments	41.27%	95.00%	No
Proficiency rate for Math assessments	69.23%	71.60%	No
Proficiency rate for Reading assessments	69.23%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Johnston**

District: **Coleman**

Total Student Enrollment: 220

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 54



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.04%	95.00%	No
Participation rate for Reading assessments	37.04%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.11%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	21.43%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Johnston**

District: **Mannsville**

Total Student Enrollment: 103

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 32



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.00%	95.00%	No
Participation rate for Reading assessments	50.00%	95.00%	No
Proficiency rate for Math assessments	25.00%	71.60%	No
Proficiency rate for Reading assessments	25.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.19%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Johnston**

District: **Milburn**

Total Student Enrollment: 200

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 41



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	24.39%	95.00%	No
Participation rate for Reading assessments	24.39%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.75	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.06%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Johnston**

District: **Mill Creek**

Total Student Enrollment: 145

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 23



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.48%	95.00%	No
Participation rate for Reading assessments	43.48%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.19%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Johnston**

District: **Ravia**

Total Student Enrollment: 89

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 23



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	95.65%	95.00%	Yes
Participation rate for Reading assessments	95.65%	95.00%	Yes
Proficiency rate for Math assessments	36.36%	71.60%	No
Proficiency rate for Reading assessments	36.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Johnston**

District: **Tishomingo**

Total Student Enrollment: 930

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 170



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	67%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	90.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.00%	95.00%	No
Participation rate for Reading assessments	40.00%	95.00%	No
Proficiency rate for Math assessments	75.00%	71.60%	Yes
Proficiency rate for Reading assessments	75.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.88%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.98%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Johnston**

District: **Wapanucka**

Total Student Enrollment: 223

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 65



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.92%	95.00%	No
Participation rate for Reading assessments	36.92%	95.00%	No
Proficiency rate for Math assessments	87.50%	71.60%	Yes
Proficiency rate for Reading assessments	87.50%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	30.77%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Key**

District: **Blackwell**

Total Student Enrollment: **1,472**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **234**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.71%	95.00%	No
Participation rate for Reading assessments	51.71%	95.00%	No
Proficiency rate for Math assessments	59.17%	71.60%	No
Proficiency rate for Reading assessments	59.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.33	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.71%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.48%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	91.67%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Key**

District: **Braman**

Total Student Enrollment: 58

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 13



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Key**

District: **Kildare**

Total Student Enrollment: 69

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 13



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Key**

District: **Newkirk**

Total Student Enrollment: **785**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **129**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.96%	95.00%	No
Participation rate for Reading assessments	44.96%	95.00%	No
Proficiency rate for Math assessments	61.54%	71.60%	No
Proficiency rate for Reading assessments	61.54%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.03%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.91%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.84%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Key**

District: **Peckham**

Total Student Enrollment: 83

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 24



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.50%	95.00%	No
Participation rate for Reading assessments	62.50%	95.00%	No
Proficiency rate for Math assessments	53.33%	71.60%	No
Proficiency rate for Reading assessments	53.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Key**

District: **Ponca City**

Total Student Enrollment: **5,219**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **921**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	71%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.31%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.77%	95.00%	No
Participation rate for Reading assessments	47.77%	95.00%	No
Proficiency rate for Math assessments	66.36%	71.60%	No
Proficiency rate for Reading assessments	66.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.02	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.94%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.59%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	36.62%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	54.93%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.41%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Key**

District: **Tonkawa**

Total Student Enrollment: 759

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 93



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.29%	95.00%	No
Participation rate for Reading assessments	61.29%	95.00%	No
Proficiency rate for Math assessments	46.43%	71.60%	No
Proficiency rate for Reading assessments	46.43%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.88%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.18%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Cashion**

Total Student Enrollment: **461**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **56**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.50%	95.00%	No
Participation rate for Reading assessments	62.50%	95.00%	No
Proficiency rate for Math assessments	40.00%	71.60%	No
Proficiency rate for Reading assessments	40.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.04%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.85%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Dover**

Total Student Enrollment: 214

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.56%	95.00%	No
Participation rate for Reading assessments	55.56%	95.00%	No
Proficiency rate for Math assessments	63.16%	71.60%	No
Proficiency rate for Reading assessments	63.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	73.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Hennessey**

Total Student Enrollment: 792

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 126



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.79%	95.00%	No
Participation rate for Reading assessments	50.79%	95.00%	No
Proficiency rate for Math assessments	68.75%	71.60%	No
Proficiency rate for Reading assessments	68.75%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.77	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.52%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Kingfisher**

Total Student Enrollment: 1,305

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 185



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.62%	95.00%	No
Participation rate for Reading assessments	41.62%	95.00%	No
Proficiency rate for Math assessments	59.21%	71.60%	No
Proficiency rate for Reading assessments	59.21%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.97%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.87%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	80.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.39%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Lomega**

Total Student Enrollment: 213

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.14%	95.00%	No
Participation rate for Reading assessments	57.14%	95.00%	No
Proficiency rate for Math assessments	78.95%	71.60%	Yes
Proficiency rate for Reading assessments	78.95%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.66%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kingfisher**

District: **Okarche**

Total Student Enrollment: 277

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 43



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	25.58%	95.00%	No
Participation rate for Reading assessments	25.58%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.16%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.53%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	7.89%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Kiowa**

District: **Hobart**

Total Student Enrollment: 826

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 109



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.55%	95.00%	No
Participation rate for Reading assessments	60.55%	95.00%	No
Proficiency rate for Math assessments	73.44%	71.60%	Yes
Proficiency rate for Reading assessments	73.44%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.17	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.39%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	6.19%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Kiowa**

District: **Lone Wolf**

Total Student Enrollment: 85

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 17



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kiowa**

District: **Mountain View-Gotebo**

Total Student Enrollment: 259

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 39



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.46%	95.00%	No
Participation rate for Reading assessments	38.46%	95.00%	No
Proficiency rate for Math assessments	80.00%	71.60%	Yes
Proficiency rate for Reading assessments	80.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.74%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Kiowa**

District: **Snyder**

Total Student Enrollment: **509**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **108**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.26%	95.00%	No
Participation rate for Reading assessments	34.26%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Latimer**

District: **Buffalo Valley**

Total Student Enrollment: 177

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.65%	95.00%	No
Participation rate for Reading assessments	48.65%	95.00%	No
Proficiency rate for Math assessments	33.33%	71.60%	No
Proficiency rate for Reading assessments	33.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: *Latimer*

District: *Panola*

Total Student Enrollment: 236

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 45



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.33%	95.00%	No
Participation rate for Reading assessments	53.33%	95.00%	No
Proficiency rate for Math assessments	20.83%	71.60%	No
Proficiency rate for Reading assessments	20.83%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.12%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.33%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Latimer*

District: *Red Oak*

Total Student Enrollment: 243

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	66.67%	95.00%	No
Participation rate for Reading assessments	66.67%	95.00%	No
Proficiency rate for Math assessments	69.57%	71.60%	No
Proficiency rate for Reading assessments	69.57%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Latimer**

District: **Wilburton**

Total Student Enrollment: **956**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **197**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.69%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	27.92%	95.00%	No
Participation rate for Reading assessments	27.92%	95.00%	No
Proficiency rate for Math assessments	56.36%	71.60%	No
Proficiency rate for Reading assessments	56.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.70%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.61%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	47.73%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	52.27%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Arkoma**

Total Student Enrollment: 390

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 88



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.91%	95.00%	No
Participation rate for Reading assessments	40.91%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.54	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.29%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Le Flore**

District: **Bokoshe**

Total Student Enrollment: 198

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 38



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.47%	95.00%	No
Participation rate for Reading assessments	39.47%	95.00%	No
Proficiency rate for Math assessments	21.43%	71.60%	No
Proficiency rate for Reading assessments	21.43%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.66	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Le Flore**

District: **Cameron**

Total Student Enrollment: **313**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **66**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.00%	95.00%	No
Participation rate for Reading assessments	50.00%	95.00%	No
Proficiency rate for Math assessments	51.52%	71.60%	No
Proficiency rate for Reading assessments	51.52%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.48%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.07%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Le Flore**

District: **Fanshawe**

Total Student Enrollment: 66

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 13



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Heavener**

Total Student Enrollment: **1,095**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **141**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.52%	95.00%	No
Participation rate for Reading assessments	47.52%	95.00%	No
Proficiency rate for Math assessments	46.27%	71.60%	No
Proficiency rate for Reading assessments	46.27%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.05%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	76.67%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Hodgen**

Total Student Enrollment: 275

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 45



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.33%	95.00%	No
Participation rate for Reading assessments	53.33%	95.00%	No
Proficiency rate for Math assessments	83.33%	71.60%	Yes
Proficiency rate for Reading assessments	83.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	85.71%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	58.82%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Howe**

Total Student Enrollment: **538**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **89**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.20%	95.00%	No
Participation rate for Reading assessments	38.20%	95.00%	No
Proficiency rate for Math assessments	35.29%	71.60%	No
Proficiency rate for Reading assessments	35.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.13%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.85%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.78%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Le Flore**

Total Student Enrollment: 216

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 46



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Le Flore**

District: **Monroe**

Total Student Enrollment: 128

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 25



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	72.00%	95.00%	No
Participation rate for Reading assessments	72.00%	95.00%	No
Proficiency rate for Math assessments	64.71%	71.60%	No
Proficiency rate for Reading assessments	64.71%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Panama**

Total Student Enrollment: 676

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 94



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	28.72%	95.00%	No
Participation rate for Reading assessments	28.72%	95.00%	No
Proficiency rate for Math assessments	44.44%	71.60%	No
Proficiency rate for Reading assessments	44.44%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.18	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Pocola**

Total Student Enrollment: **845**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **93**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	90%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.99%	95.00%	No
Participation rate for Reading assessments	56.99%	95.00%	No
Proficiency rate for Math assessments	46.15%	71.60%	No
Proficiency rate for Reading assessments	46.15%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.41%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Poteau**

Total Student Enrollment: **2,422**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **425**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	88%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	31.25%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.29%	95.00%	No
Participation rate for Reading assessments	43.29%	95.00%	No
Proficiency rate for Math assessments	71.27%	71.60%	No
Proficiency rate for Reading assessments	71.27%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.86	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.95%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.45%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	51.72%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	48.28%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	78.95%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Le Flore**

District: **Shady Point**

Total Student Enrollment: 125

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.93%	95.00%	No
Participation rate for Reading assessments	37.93%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Spiro**

Total Student Enrollment: **1,234**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **125**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	90%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	23.08%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.40%	95.00%	No
Participation rate for Reading assessments	34.40%	95.00%	No
Proficiency rate for Math assessments	32.56%	71.60%	No
Proficiency rate for Reading assessments	32.56%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.58	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.11%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.11%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Talihina**

Total Student Enrollment: **658**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **127**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.18%	95.00%	No
Participation rate for Reading assessments	51.18%	95.00%	No
Proficiency rate for Math assessments	55.00%	71.60%	No
Proficiency rate for Reading assessments	55.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.87%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.83%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	57.89%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Whitesboro**

Total Student Enrollment: 211

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 40



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Le Flore**

District: **Wister**

Total Student Enrollment: **581**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **97**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.27%	95.00%	No
Participation rate for Reading assessments	42.27%	95.00%	No
Proficiency rate for Math assessments	70.00%	71.60%	No
Proficiency rate for Reading assessments	70.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.19%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	95.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Lincoln*

District: *Agra*

Total Student Enrollment: 431

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 54



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	31.48%	95.00%	No
Participation rate for Reading assessments	31.48%	95.00%	No
Proficiency rate for Math assessments	58.82%	71.60%	No
Proficiency rate for Reading assessments	58.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.76%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	63.64%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Carney*

Total Student Enrollment: 219

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 46



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	65.22%	95.00%	No
Participation rate for Reading assessments	65.22%	95.00%	No
Proficiency rate for Math assessments	73.33%	71.60%	Yes
Proficiency rate for Reading assessments	73.33%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Chandler*

Total Student Enrollment: 1,145

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 171



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	89%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.39%	95.00%	No
Participation rate for Reading assessments	54.39%	95.00%	No
Proficiency rate for Math assessments	63.33%	71.60%	No
Proficiency rate for Reading assessments	63.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.84%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.60%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.65%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.38%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Davenport*

Total Student Enrollment: 350

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 49



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
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Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
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Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments	38.78%	95.00%	No
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Participation rate for Reading assessments	38.78%	95.00%	No
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Proficiency rate for Math assessments	38.89%	71.60%	No
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Proficiency rate for Reading assessments	38.89%	70.67%	No
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Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	51.02%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
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Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Lincoln*

District: *Meeker*

Total Student Enrollment: 887

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 179



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.87%	95.00%	No
Participation rate for Reading assessments	55.87%	95.00%	No
Proficiency rate for Math assessments	37.37%	71.60%	No
Proficiency rate for Reading assessments	37.37%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.32	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	34.09%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	6.82%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.18%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Prague*

Total Student Enrollment: 1,093

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 134



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	66.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.19%	95.00%	No
Participation rate for Reading assessments	61.19%	95.00%	No
Proficiency rate for Math assessments	55.70%	71.60%	No
Proficiency rate for Reading assessments	55.70%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.37%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	76.92%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	53.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Stroud*

Total Student Enrollment: 891

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 111



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.24%	95.00%	No
Participation rate for Reading assessments	43.24%	95.00%	No
Proficiency rate for Math assessments	45.83%	71.60%	No
Proficiency rate for Reading assessments	45.83%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: *Lincoln*

District: *Wellston*

Total Student Enrollment: 669

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 95



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.58%	95.00%	No
Participation rate for Reading assessments	51.58%	95.00%	No
Proficiency rate for Math assessments	61.22%	71.60%	No
Proficiency rate for Reading assessments	61.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.64%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.41%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.18%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: *Lincoln*

District: *White Rock*

Total Student Enrollment: 127

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	75.86%	95.00%	No
Participation rate for Reading assessments	75.86%	95.00%	No
Proficiency rate for Math assessments	81.82%	71.60%	Yes
Proficiency rate for Reading assessments	81.82%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.70%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Logan**

District: **Coyle**

Total Student Enrollment: 323

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 61



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.82%	95.00%	No
Participation rate for Reading assessments	50.82%	95.00%	No
Proficiency rate for Math assessments	80.65%	71.60%	Yes
Proficiency rate for Reading assessments	80.65%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.77%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	66.67%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Logan*

District: *Crescent*

Total Student Enrollment: 628

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 104



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.04%	95.00%	No
Participation rate for Reading assessments	49.04%	95.00%	No
Proficiency rate for Math assessments	54.90%	71.60%	No
Proficiency rate for Reading assessments	54.90%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.59	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.05%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.16%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Logan**

District: **Guthrie**

Total Student Enrollment: **3,321**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **429**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	67%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	43.24%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.91%	95.00%	No
Participation rate for Reading assessments	52.91%	95.00%	No
Proficiency rate for Math assessments	43.38%	71.60%	No
Proficiency rate for Reading assessments	43.38%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.11	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.86%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	18.20%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	78.57%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	80.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Logan**

District: **Mulhall-Orlando**

Total Student Enrollment: **247**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **38**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.53%	95.00%	No
Participation rate for Reading assessments	60.53%	95.00%	No
Proficiency rate for Math assessments	65.22%	71.60%	No
Proficiency rate for Reading assessments	65.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.86%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Love**

District: **Greenville**

Total Student Enrollment: 116

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 15



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	86.67%	95.00%	No
Participation rate for Reading assessments	86.67%	95.00%	No
Proficiency rate for Math assessments	84.62%	71.60%	Yes
Proficiency rate for Reading assessments	84.62%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Love**

District: **Marietta**

Total Student Enrollment: **1,002**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **128**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	73%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.44%	95.00%	No
Participation rate for Reading assessments	48.44%	95.00%	No
Proficiency rate for Math assessments	79.03%	71.60%	Yes
Proficiency rate for Reading assessments	79.03%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.42%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.71%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Love**

District: **Thackerville**

Total Student Enrollment: 300

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 56



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.21%	95.00%	No
Participation rate for Reading assessments	48.21%	95.00%	No
Proficiency rate for Math assessments	51.85%	71.60%	No
Proficiency rate for Reading assessments	51.85%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.02%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.33%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Love**

District: **Turner**

Total Student Enrollment: 333

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 80



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.50%	95.00%	No
Participation rate for Reading assessments	47.50%	95.00%	No
Proficiency rate for Math assessments	73.68%	71.60%	Yes
Proficiency rate for Reading assessments	73.68%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.32%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.45%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	90.91%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: *Major*

District: *Aline-Cleo*

Total Student Enrollment: 156

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	31.43%	95.00%	No
Participation rate for Reading assessments	31.43%	95.00%	No
Proficiency rate for Math assessments	63.64%	71.60%	No
Proficiency rate for Reading assessments	63.64%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Major**

District: **Cimarron**

Total Student Enrollment: 291

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 49



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.78%	95.00%	No
Participation rate for Reading assessments	38.78%	95.00%	No
Proficiency rate for Math assessments	73.68%	71.60%	Yes
Proficiency rate for Reading assessments	73.68%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	38.30%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.13%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.12%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Major**

District: **Fairview**

Total Student Enrollment: **642**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **136**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.91%	95.00%	No
Participation rate for Reading assessments	41.91%	95.00%	No
Proficiency rate for Math assessments	73.21%	71.60%	Yes
Proficiency rate for Reading assessments	73.21%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.86%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.86%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Major**

District: **Ringwood**

Total Student Enrollment: **385**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **63**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	31.75%	95.00%	No
Participation rate for Reading assessments	31.75%	95.00%	No
Proficiency rate for Math assessments	25.00%	71.60%	No
Proficiency rate for Reading assessments	25.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.55%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Marshall**

District: **Kingston**

Total Student Enrollment: 1,189

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 248



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.97%	95.00%	No
Participation rate for Reading assessments	45.97%	95.00%	No
Proficiency rate for Math assessments	36.11%	71.60%	No
Proficiency rate for Reading assessments	36.11%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.32%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.88%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.49%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	65.12%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.91%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Marshall**

District: **Madill**

Total Student Enrollment: **1,802**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **215**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.14%	95.00%	No
Participation rate for Reading assessments	58.14%	95.00%	No
Proficiency rate for Math assessments	53.66%	71.60%	No
Proficiency rate for Reading assessments	53.66%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.20%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.78%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.95%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mayes**

District: **Adair**

Total Student Enrollment: **1,001**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **154**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.30%	95.00%	No
Participation rate for Reading assessments	51.30%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.53%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	18.06%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.69%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Mayes**

District: **Chouteau-Mazie**

Total Student Enrollment: 895

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 142



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	42.86%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.63%	95.00%	No
Participation rate for Reading assessments	55.63%	95.00%	No
Proficiency rate for Math assessments	57.69%	71.60%	No
Proficiency rate for Reading assessments	57.69%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.63	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.97%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	15.67%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	2.24%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.11%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mayes**

District: **Locust Grove**

Total Student Enrollment: **1,559**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **357**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	69%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	15.15%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.86%	95.00%	No
Participation rate for Reading assessments	42.86%	95.00%	No
Proficiency rate for Math assessments	77.18%	71.60%	Yes
Proficiency rate for Reading assessments	77.18%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.30%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	65.38%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mayes**

District: **Osage**

Total Student Enrollment: 210

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 47



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.45%	95.00%	No
Participation rate for Reading assessments	57.45%	95.00%	No
Proficiency rate for Math assessments	62.96%	71.60%	No
Proficiency rate for Reading assessments	62.96%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.74%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.65%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mayes**

District: **Pryor**

Total Student Enrollment: **2,708**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **321**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.48%	95.00%	No
Participation rate for Reading assessments	45.48%	95.00%	No
Proficiency rate for Math assessments	52.05%	71.60%	No
Proficiency rate for Reading assessments	52.05%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.35%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.39%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.72%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	66.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	28.57%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	74.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mayes**

District: **Salina**

Total Student Enrollment: **871**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **156**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	85%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	15.38%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.54%	95.00%	No
Participation rate for Reading assessments	61.54%	95.00%	No
Proficiency rate for Math assessments	72.92%	71.60%	Yes
Proficiency rate for Reading assessments	72.92%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.40%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.12%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Mayes**

District: **Spavinaw**

Total Student Enrollment: 85

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 12



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	100.00%	95.00%	Yes
Participation rate for Reading assessments	100.00%	95.00%	Yes
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mayes**

District: **Wickliffe**

Total Student Enrollment: **151**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **30**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.67%	95.00%	No
Participation rate for Reading assessments	46.67%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.86%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.91%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Blanchard**

Total Student Enrollment: 1,756

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 216



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	83%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.54%	95.00%	No
Participation rate for Reading assessments	49.54%	95.00%	No
Proficiency rate for Math assessments	52.83%	71.60%	No
Proficiency rate for Reading assessments	52.83%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.90%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.12%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.53%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	81.48%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.36%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Byars**

Total Student Enrollment: 58

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 21



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.14%	95.00%	No
Participation rate for Reading assessments	57.14%	95.00%	No
Proficiency rate for Math assessments	58.33%	71.60%	No
Proficiency rate for Reading assessments	58.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Mcclain**

District: **Dibble**

Total Student Enrollment: 692

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 54



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.19%	95.00%	No
Participation rate for Reading assessments	35.19%	95.00%	No
Proficiency rate for Math assessments	27.78%	71.60%	No
Proficiency rate for Reading assessments	27.78%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	6.72	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	45.45%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Newcastle**

Total Student Enrollment: 1,729

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 229



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.55%	95.00%	No
Participation rate for Reading assessments	37.55%	95.00%	No
Proficiency rate for Math assessments	63.10%	71.60%	No
Proficiency rate for Reading assessments	63.10%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.63%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.37%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.96%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	66.67%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	60.66%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Purcell**

Total Student Enrollment: **1,460**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **230**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	94%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.76%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.87%	95.00%	No
Participation rate for Reading assessments	50.87%	95.00%	No
Proficiency rate for Math assessments	66.96%	71.60%	No
Proficiency rate for Reading assessments	66.96%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	7.92	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.23%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	76.47%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	56.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Washington**

Total Student Enrollment: 938

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 140



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.71%	95.00%	No
Participation rate for Reading assessments	50.71%	95.00%	No
Proficiency rate for Math assessments	40.30%	71.60%	No
Proficiency rate for Reading assessments	40.30%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.84	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.11%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.74%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.74%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mcclain**

District: **Wayne**

Total Student Enrollment: 501

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 103



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.63%	95.00%	No
Participation rate for Reading assessments	45.63%	95.00%	No
Proficiency rate for Math assessments	36.17%	71.60%	No
Proficiency rate for Reading assessments	36.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.02%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Mccurtain**

District: **Battiest**

Total Student Enrollment: 259

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 44



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.82%	95.00%	No
Participation rate for Reading assessments	56.82%	95.00%	No
Proficiency rate for Math assessments	76.00%	71.60%	Yes
Proficiency rate for Reading assessments	76.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.97%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Broken Bow**

Total Student Enrollment: **1,710**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **218**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.58%	95.00%	No
Participation rate for Reading assessments	43.58%	95.00%	No
Proficiency rate for Math assessments	70.21%	71.60%	No
Proficiency rate for Reading assessments	70.21%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.65	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.17%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	91.43%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Denison**

Total Student Enrollment: 319

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 45



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	75.56%	95.00%	No
Participation rate for Reading assessments	75.56%	95.00%	No
Proficiency rate for Math assessments	48.39%	71.60%	No
Proficiency rate for Reading assessments	48.39%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Eagletown**

Total Student Enrollment: 217

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 33



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.58%	95.00%	No
Participation rate for Reading assessments	57.58%	95.00%	No
Proficiency rate for Math assessments	78.95%	71.60%	Yes
Proficiency rate for Reading assessments	78.95%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Forest Grove**

Total Student Enrollment: 173

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 53



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	26.42%	95.00%	No
Participation rate for Reading assessments	26.42%	95.00%	No
Proficiency rate for Math assessments	38.46%	71.60%	No
Proficiency rate for Reading assessments	38.46%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	4.00%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Glover**

Total Student Enrollment: 80

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 20



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.00%	95.00%	No
Participation rate for Reading assessments	55.00%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.74%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	5.26%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Haworth**

Total Student Enrollment: **561**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **98**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	27.27%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	33.67%	95.00%	No
Participation rate for Reading assessments	33.67%	95.00%	No
Proficiency rate for Math assessments	51.52%	71.60%	No
Proficiency rate for Reading assessments	51.52%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	74.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.23%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	94.12%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	81.82%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Holly Creek**

Total Student Enrollment: 191

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 41



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.34%	95.00%	No
Participation rate for Reading assessments	46.34%	95.00%	No
Proficiency rate for Math assessments	57.89%	71.60%	No
Proficiency rate for Reading assessments	57.89%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.12%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Idabel**

Total Student Enrollment: **1,306**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **180**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	6.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.00%	95.00%	No
Participation rate for Reading assessments	40.00%	95.00%	No
Proficiency rate for Math assessments	66.20%	71.60%	No
Proficiency rate for Reading assessments	66.20%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.52	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	45.70%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	23.18%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.66%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	86.21%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.49%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Lukfata**

Total Student Enrollment: 331

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 60



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.67%	95.00%	No
Participation rate for Reading assessments	41.67%	95.00%	No
Proficiency rate for Math assessments	79.17%	71.60%	Yes
Proficiency rate for Reading assessments	79.17%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.13%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	92.31%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Mccurtain**

District: **Smithville**

Total Student Enrollment: 291

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 47



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.94%	95.00%	No
Participation rate for Reading assessments	48.94%	95.00%	No
Proficiency rate for Math assessments	45.45%	71.60%	No
Proficiency rate for Reading assessments	45.45%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Valliant**

Total Student Enrollment: 975

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 153



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.56%	95.00%	No
Participation rate for Reading assessments	55.56%	95.00%	No
Proficiency rate for Math assessments	54.88%	71.60%	No
Proficiency rate for Reading assessments	54.88%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.35%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.72%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mccurtain**

District: **Wright City**

Total Student Enrollment: **427**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **73**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	82%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.32%	95.00%	No
Participation rate for Reading assessments	49.32%	95.00%	No
Proficiency rate for Math assessments	82.86%	71.60%	Yes
Proficiency rate for Reading assessments	82.86%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.52%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mcintosh**

District: **Checotah**

Total Student Enrollment: 1,638

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 257



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	95%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.64%	95.00%	No
Participation rate for Reading assessments	48.64%	95.00%	No
Proficiency rate for Math assessments	70.40%	71.60%	No
Proficiency rate for Reading assessments	70.40%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	74.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.26%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.43%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	86.96%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.30%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.35%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Mcintosh**

District: **Eufaula**

Total Student Enrollment: **1,260**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **299**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.14%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.15%	95.00%	No
Participation rate for Reading assessments	44.15%	95.00%	No
Proficiency rate for Math assessments	41.98%	71.60%	No
Proficiency rate for Reading assessments	41.98%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.03	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.22%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	33.33%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	63.89%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	90.00%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.41%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.49%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Mcintosh**

District: **Hanna**

Total Student Enrollment: 310

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 28



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.85%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Mcintosh**

District: **Midway**

Total Student Enrollment: 210

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 63



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	50.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	28.57%	95.00%	No
Participation rate for Reading assessments	28.57%	95.00%	No
Proficiency rate for Math assessments	94.44%	71.60%	Yes
Proficiency rate for Reading assessments	94.44%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.25%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: *Mcintosh*

District: *Ryal*

Total Student Enrollment: 77

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 33



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.61%	95.00%	No
Participation rate for Reading assessments	60.61%	95.00%	No
Proficiency rate for Math assessments	52.63%	71.60%	No
Proficiency rate for Reading assessments	52.63%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Mcintosh**

District: **Stidham**

Total Student Enrollment: 159

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 31



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.29%	95.00%	No
Participation rate for Reading assessments	61.29%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.08%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Murray**

District: **Davis**

Total Student Enrollment: **1,077**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **165**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.11%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.85%	95.00%	No
Participation rate for Reading assessments	44.85%	95.00%	No
Proficiency rate for Math assessments	66.20%	71.60%	No
Proficiency rate for Reading assessments	66.20%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	49.65%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	6.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.71%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	83.33%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.27%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Murray**

District: **Oklahoma School For The Deaf**

Total Student Enrollment: 156

Enrollment Cluster: NA*

Child Count (students with disabilities) TOTAL: 79



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	9.09%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.44%	95.00%	No
Participation rate for Reading assessments	35.44%	95.00%	No
Proficiency rate for Math assessments	17.86%	71.60%	No
Proficiency rate for Reading assessments	17.86%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	100.00 %	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Murray**

District: **Sulphur**

Total Student Enrollment: **1,484**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **228**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	42.86%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.61%	95.00%	No
Participation rate for Reading assessments	45.61%	95.00%	No
Proficiency rate for Math assessments	48.08%	71.60%	No
Proficiency rate for Reading assessments	48.08%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	5.84	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	41.71%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	8.54%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	11.56%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	75.86%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.29%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Braggs**

Total Student Enrollment: 198

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 55



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.55%	95.00%	No
Participation rate for Reading assessments	34.55%	95.00%	No
Proficiency rate for Math assessments	73.68%	71.60%	Yes
Proficiency rate for Reading assessments	73.68%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.05%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.76%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	85.71%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	40.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Fort Gibson**

Total Student Enrollment: **1,867**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **246**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.69%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.81%	95.00%	No
Participation rate for Reading assessments	50.81%	95.00%	No
Proficiency rate for Math assessments	86.18%	71.60%	Yes
Proficiency rate for Reading assessments	86.18%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	6.62	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.98%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.75%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.84%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Muskogee**

District: **Haskell**

Total Student Enrollment: **882**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **203**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.32%	95.00%	No
Participation rate for Reading assessments	45.32%	95.00%	No
Proficiency rate for Math assessments	65.88%	71.60%	No
Proficiency rate for Reading assessments	65.88%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.22%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.56%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	60.87%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Hilldale**

Total Student Enrollment: **1,790**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **287**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	5.56%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.83%	95.00%	No
Participation rate for Reading assessments	49.83%	95.00%	No
Proficiency rate for Math assessments	83.10%	71.60%	Yes
Proficiency rate for Reading assessments	83.10%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.04%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.43%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	73.68%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Muskogee**

Total Student Enrollment: **6,279**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **872**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	55%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	2.17%	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.75%	95.00%	No
Participation rate for Reading assessments	52.75%	95.00%	No
Proficiency rate for Math assessments	49.12%	71.60%	No
Proficiency rate for Reading assessments	49.12%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.80	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.39%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	3.41%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	90.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	68.75%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.26%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Oktaha**

Total Student Enrollment: 746

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 132



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.94%	95.00%	No
Participation rate for Reading assessments	43.94%	95.00%	No
Proficiency rate for Math assessments	65.52%	71.60%	No
Proficiency rate for Reading assessments	65.52%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.33%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Parkview-Ok. Sch For The Blind**

Total Student Enrollment: 89

Enrollment Cluster: NA*

Child Count (students with disabilities) TOTAL: 46



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	30.43%	95.00%	No
Participation rate for Reading assessments	30.43%	95.00%	No
Proficiency rate for Math assessments	64.29%	71.60%	No
Proficiency rate for Reading assessments	64.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	100.00 %	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Muskogee**

District: **Porum**

Total Student Enrollment: **494**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **103**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.51%	95.00%	No
Participation rate for Reading assessments	49.51%	95.00%	No
Proficiency rate for Math assessments	52.94%	71.60%	No
Proficiency rate for Reading assessments	52.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.66%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.19%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	42.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Wainwright**

Total Student Enrollment: 135

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	59.46%	95.00%	No
Participation rate for Reading assessments	59.46%	95.00%	No
Proficiency rate for Math assessments	77.27%	71.60%	Yes
Proficiency rate for Reading assessments	77.27%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Warner**

Total Student Enrollment: **698**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **160**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.63%	95.00%	No
Participation rate for Reading assessments	35.63%	95.00%	No
Proficiency rate for Math assessments	56.14%	71.60%	No
Proficiency rate for Reading assessments	56.14%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.83	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.48%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.75%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.70%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Muskogee**

District: **Webbers Falls**

Total Student Enrollment: 283

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 67



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	23.88%	95.00%	No
Participation rate for Reading assessments	23.88%	95.00%	No
Proficiency rate for Math assessments	62.50%	71.60%	No
Proficiency rate for Reading assessments	62.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.97%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.79%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Noble**

District: **Billings**

Total Student Enrollment: 82

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 18



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.56%	95.00%	No
Participation rate for Reading assessments	55.56%	95.00%	No
Proficiency rate for Math assessments	57.14%	71.60%	No
Proficiency rate for Reading assessments	57.14%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	18.75%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Noble**

District: **Frontier**

Total Student Enrollment: **343**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **66**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.52%	95.00%	No
Participation rate for Reading assessments	51.52%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.80%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.39%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement			
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability			
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category			
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find			
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition			
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition			
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance			
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:			
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Noble**

District: **Morrison**

Total Student Enrollment: **560**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **83**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.55%	95.00%	No
Participation rate for Reading assessments	38.55%	95.00%	No
Proficiency rate for Math assessments	45.16%	71.60%	No
Proficiency rate for Reading assessments	45.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	65.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Noble**

District: **Perry**

Total Student Enrollment: **1,164**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **175**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.14%	95.00%	No
Participation rate for Reading assessments	53.14%	95.00%	No
Proficiency rate for Math assessments	56.52%	71.60%	No
Proficiency rate for Reading assessments	56.52%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.98	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.46%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.59%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.20%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.59%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Nowata**

District: **Nowata**

Total Student Enrollment: **1,000**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **130**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	30.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.85%	95.00%	No
Participation rate for Reading assessments	43.85%	95.00%	No
Proficiency rate for Math assessments	52.73%	71.60%	No
Proficiency rate for Reading assessments	52.73%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.74	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.39%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.02%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.64%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	19.35%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Nowata**

District: **Oklahoma Union**

Total Student Enrollment: 669

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 82



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.68%	95.00%	No
Participation rate for Reading assessments	42.68%	95.00%	No
Proficiency rate for Math assessments	35.29%	71.60%	No
Proficiency rate for Reading assessments	35.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	43.84%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.74%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Nowata**

District: **South Coffeyville**

Total Student Enrollment: 286

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.62%	95.00%	No
Participation rate for Reading assessments	47.62%	95.00%	No
Proficiency rate for Math assessments	65.00%	71.60%	No
Proficiency rate for Reading assessments	65.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Bearden**

Total Student Enrollment: 114

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 25



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	72.00%	95.00%	No
Participation rate for Reading assessments	72.00%	95.00%	No
Proficiency rate for Math assessments	38.89%	71.60%	No
Proficiency rate for Reading assessments	38.89%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Epic One On One Charter**

Total Student Enrollment: 2,241

Enrollment Cluster: NA*

Child Count (students with disabilities) TOTAL: 129



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	20.00%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Graham**

Total Student Enrollment: **1,917**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **25**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.00%	95.00%	No
Participation rate for Reading assessments	52.00%	95.00%	No
Proficiency rate for Math assessments	76.92%	71.60%	Yes
Proficiency rate for Reading assessments	76.92%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	4.17%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	53.85%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Mason**

Total Student Enrollment: 250

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 41



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.15%	95.00%	No
Participation rate for Reading assessments	34.15%	95.00%	No
Proficiency rate for Math assessments	85.71%	71.60%	Yes
Proficiency rate for Reading assessments	85.71%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.38%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Okemah**

Total Student Enrollment: **944**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **200**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.50%	95.00%	No
Participation rate for Reading assessments	52.50%	95.00%	No
Proficiency rate for Math assessments	67.62%	71.60%	No
Proficiency rate for Reading assessments	67.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.42	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.69%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.52%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.30%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.03%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Paden**

Total Student Enrollment: 249

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 50



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.00%	95.00%	No
Participation rate for Reading assessments	56.00%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Okfuskee**

District: **Weleetka**

Total Student Enrollment: **461**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **100**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	75%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.00%	95.00%	No
Participation rate for Reading assessments	44.00%	95.00%	No
Proficiency rate for Math assessments	56.82%	71.60%	No
Proficiency rate for Reading assessments	56.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	31.18%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Bethany**

Total Student Enrollment: **1,644**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **271**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.49%	95.00%	No
Participation rate for Reading assessments	46.49%	95.00%	No
Proficiency rate for Math assessments	88.10%	71.60%	Yes
Proficiency rate for Reading assessments	88.10%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	20.42%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	32.26%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.67%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Choctaw/Nicoma Park**

Total Student Enrollment: **6,025**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **715**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	93%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.25%	95.00%	No
Participation rate for Reading assessments	48.25%	95.00%	No
Proficiency rate for Math assessments	68.05%	71.60%	No
Proficiency rate for Reading assessments	68.05%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.38	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.36%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.62%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.46%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	15.94%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	73.91%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	66.67%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	91.01%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.51%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Crooked Oak**

Total Student Enrollment: **1,106**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **161**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	40.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.58%	95.00%	No
Participation rate for Reading assessments	46.58%	95.00%	No
Proficiency rate for Math assessments	41.33%	71.60%	No
Proficiency rate for Reading assessments	41.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.59%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.43%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Crutcho**

Total Student Enrollment: 303

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 59



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	74.58%	95.00%	No
Participation rate for Reading assessments	74.58%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.15%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.85%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	40.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Deer Creek**

Total Student Enrollment: **4,239**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **567**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	81%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	3.85%	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.26%	95.00%	No
Participation rate for Reading assessments	56.26%	95.00%	No
Proficiency rate for Math assessments	81.90%	71.60%	Yes
Proficiency rate for Reading assessments	81.90%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.57	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.27%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.19%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	22.45%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	65.31%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	90.00%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.32%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Edmond**

Total Student Enrollment: **21,985**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **2,584**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	89%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	5.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.32%	95.00%	No
Participation rate for Reading assessments	51.32%	95.00%	No
Proficiency rate for Math assessments	71.28%	71.60%	No
Proficiency rate for Reading assessments	71.28%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.57	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.94%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	15.33%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	14.35%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	64.59%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	67.35%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.90%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	98.15%	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Harrah**

Total Student Enrollment: **2,178**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **439**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.61%	95.00%	No
Participation rate for Reading assessments	47.61%	95.00%	No
Proficiency rate for Math assessments	62.68%	71.60%	No
Proficiency rate for Reading assessments	62.68%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	9.84	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.67%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	47.22%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.71%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.49%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Jones**

Total Student Enrollment: **1,168**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **138**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.11%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.14%	95.00%	No
Participation rate for Reading assessments	60.14%	95.00%	No
Proficiency rate for Math assessments	66.27%	71.60%	No
Proficiency rate for Reading assessments	66.27%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.57	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	36.36%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	89.29%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Luther**

Total Student Enrollment: **857**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **143**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.34%	95.00%	No
Participation rate for Reading assessments	57.34%	95.00%	No
Proficiency rate for Math assessments	22.22%	71.60%	No
Proficiency rate for Reading assessments	22.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.46%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Midwest City-Del City**

Total Student Enrollment: **14,527**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **1,963**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	17.60%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.05%	95.00%	No
Participation rate for Reading assessments	54.05%	95.00%	No
Proficiency rate for Math assessments	60.54%	71.60%	No
Proficiency rate for Reading assessments	60.54%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.60	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.54%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.00%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	19.38%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	74.38%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	61.54%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Millwood**

Total Student Enrollment: 1,062

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 113



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.44%	95.00%	No
Participation rate for Reading assessments	50.44%	95.00%	No
Proficiency rate for Math assessments	30.91%	71.60%	No
Proficiency rate for Reading assessments	30.91%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.64	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	49.09%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.73%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	8.33%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oakdale**

Total Student Enrollment: **589**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **60**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.00%	95.00%	No
Participation rate for Reading assessments	50.00%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.29%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.79%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	44.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City**

Total Student Enrollment: **43,492**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **5,003**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	61%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	11.98%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	60.46%	95.00%	No
Participation rate for Reading assessments	60.46%	95.00%	No
Proficiency rate for Math assessments	54.08%	71.60%	No
Proficiency rate for Reading assessments	54.08%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.60	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	43.69%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	20.14%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	3.55%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	51.18%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	37.71%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	60.26%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	83.35%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter Santa Fe South Ms**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 38



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Harding Charter**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 19



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	11.11%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Marcus Garvey**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 11



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Astec Charters**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: **54**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.27	< 2.50	Yes

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Dove Science Academy**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 12



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

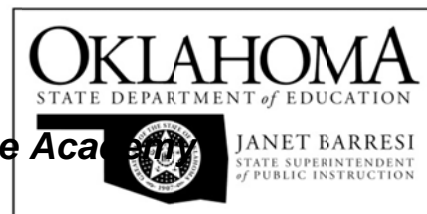
County: **Oklahoma**

District: **Oklahoma City Charter: Dove Science Academy**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 15



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	66.67%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Harding Fine Arts**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 32



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.59	< 2.50	No

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.13%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Independence M**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 41



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.85%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Kipp Reach Coll.**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 28



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	84.62%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Santa Fe South HS**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 39



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

NA

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

NR

95.00%

NR

Participation rate for Reading assessments

NR

95.00%

NR

Proficiency rate for Math assessments

NR

71.60%

NR

Proficiency rate for Reading assessments

NR

70.67%

NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

97.44%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

0.00%

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

2.56%

< 1.85%

No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

NA

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

NA

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Seeworth Academy**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 128



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	48.15%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma City Charter: Western Village**

Total Student Enrollment: **Included in OKC enrollment**

Enrollment Cluster: **NA***

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Oklahoma Virtual Academy**

Total Student Enrollment: 2,636

Enrollment Cluster: NA*

Child Count (students with disabilities) TOTAL: 69



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	NR	95.00%	NR
Participation rate for Reading assessments	NR	95.00%	NR
Proficiency rate for Math assessments	NR	71.60%	NR
Proficiency rate for Reading assessments	NR	70.67%	NR
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.51%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	85.71%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	63.16%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Putnam City**

Total Student Enrollment: 19,213

Enrollment Cluster: 1*

Child Count (students with disabilities) TOTAL: 2,601



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	88%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.17%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.63%	95.00%	No
Participation rate for Reading assessments	51.63%	95.00%	No
Proficiency rate for Math assessments	65.09%	71.60%	No
Proficiency rate for Reading assessments	65.09%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.72	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.84%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.20%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	10.70%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	80.21%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	59.68%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.37%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.09%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Oklahoma**

District: **Santa Fe South Elementary**

Total Student Enrollment: 470

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 25



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	68.00%	95.00%	No
Participation rate for Reading assessments	68.00%	95.00%	No
Proficiency rate for Math assessments	58.82%	71.60%	No
Proficiency rate for Reading assessments	58.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Oklahoma**

District: **Western Heights**

Total Student Enrollment: 3,863

Enrollment Cluster: 2*

Child Count (students with disabilities) TOTAL: 450



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	55%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	50.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.33%	95.00%	No
Participation rate for Reading assessments	51.33%	95.00%	No
Proficiency rate for Math assessments	38.77%	71.60%	No
Proficiency rate for Reading assessments	38.77%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	48.67%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	14.22%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.24%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	88.57%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.58%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	62.07%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Okmulgee**

District: **Beggs**

Total Student Enrollment: **1,228**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **193**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.89%	95.00%	No
Participation rate for Reading assessments	53.89%	95.00%	No
Proficiency rate for Math assessments	49.04%	71.60%	No
Proficiency rate for Reading assessments	49.04%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.28%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.19%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.53%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.87%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	44.19%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Dewar**

Total Student Enrollment: 439

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 73



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.73%	95.00%	No
Participation rate for Reading assessments	39.73%	95.00%	No
Proficiency rate for Math assessments	72.41%	71.60%	Yes
Proficiency rate for Reading assessments	72.41%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.24%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	20.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Henryetta**

Total Student Enrollment: 1,303

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 290



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	52.38%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.45%	95.00%	No
Participation rate for Reading assessments	43.45%	95.00%	No
Proficiency rate for Math assessments	54.92%	71.60%	No
Proficiency rate for Reading assessments	54.92%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.42%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.90%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	88.89%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.18%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.92%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Morris**

Total Student Enrollment: **1,031**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **177**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	26.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.03%	95.00%	No
Participation rate for Reading assessments	35.03%	95.00%	No
Proficiency rate for Math assessments	45.76%	71.60%	No
Proficiency rate for Reading assessments	45.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.94%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.62%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.62%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	68.75%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Okmulgee**

Total Student Enrollment: 1,579

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 300



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	97%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	3.85%	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.33%	95.00%	No
Participation rate for Reading assessments	54.33%	95.00%	No
Proficiency rate for Math assessments	50.33%	71.60%	No
Proficiency rate for Reading assessments	50.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.63	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	43.26%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	10.64%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.77%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	72.22%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.12%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Preston**

Total Student Enrollment: **585**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **47**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.19%	95.00%	No
Participation rate for Reading assessments	53.19%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	33.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Schulter**

Total Student Enrollment: 192

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 38



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	65.79%	95.00%	No
Participation rate for Reading assessments	65.79%	95.00%	No
Proficiency rate for Math assessments	8.33%	71.60%	No
Proficiency rate for Reading assessments	8.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.33%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Twin Hills**

Total Student Enrollment: 365

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 59



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	64.41%	95.00%	No
Participation rate for Reading assessments	64.41%	95.00%	No
Proficiency rate for Math assessments	45.95%	71.60%	No
Proficiency rate for Reading assessments	45.95%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Okmulgee**

District: **Wilson**

Total Student Enrollment: **264**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **38**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.74%	95.00%	No
Participation rate for Reading assessments	44.74%	95.00%	No
Proficiency rate for Math assessments	41.18%	71.60%	No
Proficiency rate for Reading assessments	41.18%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.32%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Osage**

District: **Anderson**

Total Student Enrollment: **286**

Enrollment Cluster: **5***

Child Count (students with disabilities) **TOTAL: 44**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	77.27%	95.00%	No
Participation rate for Reading assessments	77.27%	95.00%	No
Proficiency rate for Math assessments	52.94%	71.60%	No
Proficiency rate for Reading assessments	52.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.32%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Osage**

District: **Avant**

Total Student Enrollment: 83

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 21



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	85.71%	95.00%	No
Participation rate for Reading assessments	85.71%	95.00%	No
Proficiency rate for Math assessments	72.22%	71.60%	Yes
Proficiency rate for Reading assessments	72.22%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Barnsdall**

Total Student Enrollment: 423

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 89



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.06%	95.00%	No
Participation rate for Reading assessments	55.06%	95.00%	No
Proficiency rate for Math assessments	72.92%	71.60%	Yes
Proficiency rate for Reading assessments	72.92%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.16%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.20%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	60.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Bowring**

Total Student Enrollment: 68

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 22



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Hominy**

Total Student Enrollment: 630

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 90



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.67%	95.00%	No
Participation rate for Reading assessments	46.67%	95.00%	No
Proficiency rate for Math assessments	39.02%	71.60%	No
Proficiency rate for Reading assessments	39.02%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.77	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.30%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	76.92%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.77%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Osage**

District: **Mc Cord**

Total Student Enrollment: 239

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 39



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.28%	95.00%	No
Participation rate for Reading assessments	51.28%	95.00%	No
Proficiency rate for Math assessments	70.00%	71.60%	No
Proficiency rate for Reading assessments	70.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.64%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.03%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Osage Hills**

Total Student Enrollment: **181**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **35**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.14%	95.00%	No
Participation rate for Reading assessments	37.14%	95.00%	No
Proficiency rate for Math assessments	72.73%	71.60%	Yes
Proficiency rate for Reading assessments	72.73%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Pawhuska**

Total Student Enrollment: **857**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **165**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.12%	95.00%	No
Participation rate for Reading assessments	52.12%	95.00%	No
Proficiency rate for Math assessments	50.62%	71.60%	No
Proficiency rate for Reading assessments	50.62%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.26	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Osage**

District: **Prue**

Total Student Enrollment: **306**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **71**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	60.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.25%	95.00%	No
Participation rate for Reading assessments	42.25%	95.00%	No
Proficiency rate for Math assessments	36.67%	71.60%	No
Proficiency rate for Reading assessments	36.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.10	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.59%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.94%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Osage**

District: **Shidler**

Total Student Enrollment: 250

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 60



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	22.22%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.67%	95.00%	No
Participation rate for Reading assessments	41.67%	95.00%	No
Proficiency rate for Math assessments	68.00%	71.60%	No
Proficiency rate for Reading assessments	68.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.97	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.34%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Woodland**

Total Student Enrollment: **437**

Enrollment Cluster: **5***

Child Count (students with disabilities) **TOTAL: 79**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.57%	95.00%	No
Participation rate for Reading assessments	45.57%	95.00%	No
Proficiency rate for Math assessments	88.89%	71.60%	Yes
Proficiency rate for Reading assessments	88.89%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.71%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Osage**

District: **Wynona**

Total Student Enrollment: **325**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **31**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.06%	95.00%	No
Participation rate for Reading assessments	58.06%	95.00%	No
Proficiency rate for Math assessments	72.22%	71.60%	Yes
Proficiency rate for Reading assessments	72.22%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.76%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Afton**

Total Student Enrollment: **498**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **103**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.43%	95.00%	No
Participation rate for Reading assessments	52.43%	95.00%	No
Proficiency rate for Math assessments	61.11%	71.60%	No
Proficiency rate for Reading assessments	61.11%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.84	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.76%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Commerce**

Total Student Enrollment: **883**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **156**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.41%	95.00%	No
Participation rate for Reading assessments	56.41%	95.00%	No
Proficiency rate for Math assessments	59.09%	71.60%	No
Proficiency rate for Reading assessments	59.09%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.54	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Fairland**

Total Student Enrollment: 577

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 105



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	26.67%	95.00%	No
Participation rate for Reading assessments	26.67%	95.00%	No
Proficiency rate for Math assessments	53.85%	71.60%	No
Proficiency rate for Reading assessments	53.85%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.33%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.04%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.19%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Ottawa**

District: **Miami**

Total Student Enrollment: **2,528**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **338**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	15.38%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.00%	95.00%	No
Participation rate for Reading assessments	50.00%	95.00%	No
Proficiency rate for Math assessments	53.37%	71.60%	No
Proficiency rate for Reading assessments	53.37%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.28	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.29%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	5.26%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	76.47%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.42%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Quapaw**

Total Student Enrollment: 668

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 111



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	27.03%	95.00%	No
Participation rate for Reading assessments	27.03%	95.00%	No
Proficiency rate for Math assessments	33.33%	71.60%	No
Proficiency rate for Reading assessments	33.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.12%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.77%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Turkey Ford**

Total Student Enrollment: 90

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 18



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Ottawa**

District: **Wyandotte**

Total Student Enrollment: 793

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 136



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	23.08%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.47%	95.00%	No
Participation rate for Reading assessments	51.47%	95.00%	No
Proficiency rate for Math assessments	48.53%	71.60%	No
Proficiency rate for Reading assessments	48.53%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.40%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.20%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pawnee**

District: **Cleveland**

Total Student Enrollment: 1,762

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 292



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	94%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.74%	95.00%	No
Participation rate for Reading assessments	52.74%	95.00%	No
Proficiency rate for Math assessments	69.44%	71.60%	No
Proficiency rate for Reading assessments	69.44%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.48%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.35%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pawnee**

District: **Jennings**

Total Student Enrollment: 180

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 31



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	74.19%	95.00%	No
Participation rate for Reading assessments	74.19%	95.00%	No
Proficiency rate for Math assessments	65.22%	71.60%	No
Proficiency rate for Reading assessments	65.22%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Pawnee**

District: **Pawnee**

Total Student Enrollment: 725

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 105



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.48%	95.00%	No
Participation rate for Reading assessments	50.48%	95.00%	No
Proficiency rate for Math assessments	32.08%	71.60%	No
Proficiency rate for Reading assessments	32.08%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.59%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	11.83%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.08%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Payne**

District: **Cushing**

Total Student Enrollment: 1,832

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 327



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	73%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	9.52%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.04%	95.00%	No
Participation rate for Reading assessments	44.04%	95.00%	No
Proficiency rate for Math assessments	43.06%	71.60%	No
Proficiency rate for Reading assessments	43.06%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.44	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	47.88%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	10.10%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.65%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	75.00%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Payne**

District: **Glencoe**

Total Student Enrollment: **331**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **56**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.79%	95.00%	No
Participation rate for Reading assessments	51.79%	95.00%	No
Proficiency rate for Math assessments	82.76%	71.60%	Yes
Proficiency rate for Reading assessments	82.76%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Payne**

District: **Oak Grove**

Total Student Enrollment: 195

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 17



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Payne**

District: **Perkins-Tryon**

Total Student Enrollment: **1,442**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **236**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	85%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.85%	95.00%	No
Participation rate for Reading assessments	50.85%	95.00%	No
Proficiency rate for Math assessments	51.26%	71.60%	No
Proficiency rate for Reading assessments	51.26%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	45.54%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.29%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	68.18%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.31%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Payne**

District: **Ripley**

Total Student Enrollment: **481**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **92**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.48%	95.00%	No
Participation rate for Reading assessments	43.48%	95.00%	No
Proficiency rate for Math assessments	76.92%	71.60%	Yes
Proficiency rate for Reading assessments	76.92%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.27%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	76.92%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Payne**

District: **Stillwater**

Total Student Enrollment: **5,904**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **896**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.58%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.10%	95.00%	No
Participation rate for Reading assessments	47.10%	95.00%	No
Proficiency rate for Math assessments	67.63%	71.60%	No
Proficiency rate for Reading assessments	67.63%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.69	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.98%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.10%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	47.44%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	50.00%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	93.75%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.15%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Payne**

District: **Yale**

Total Student Enrollment: **478**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **65**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.08%	95.00%	No
Participation rate for Reading assessments	43.08%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Canadian**

Total Student Enrollment: 438

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 88



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	68.18%	95.00%	No
Participation rate for Reading assessments	68.18%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.06	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.20%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.22%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Crowder**

Total Student Enrollment: **487**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **95**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.63%	95.00%	No
Participation rate for Reading assessments	52.63%	95.00%	No
Proficiency rate for Math assessments	74.00%	71.60%	Yes
Proficiency rate for Reading assessments	74.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.61	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.99%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.10%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Frink-Chambers**

Total Student Enrollment: **444**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **61**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.38%	95.00%	No
Participation rate for Reading assessments	57.38%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.96%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Haileyville**

Total Student Enrollment: 393

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 86



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	53.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.14%	95.00%	No
Participation rate for Reading assessments	58.14%	95.00%	No
Proficiency rate for Math assessments	36.73%	71.60%	No
Proficiency rate for Reading assessments	36.73%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.62	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.17%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	18.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Hartshorne**

Total Student Enrollment: 868

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 165



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	28.57%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.52%	95.00%	No
Participation rate for Reading assessments	51.52%	95.00%	No
Proficiency rate for Math assessments	63.10%	71.60%	No
Proficiency rate for Reading assessments	63.10%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	92.86%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.32%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Pittsburg**

District: **Haywood**

Total Student Enrollment: 120

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 33



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.42%	95.00%	No
Participation rate for Reading assessments	42.42%	95.00%	No
Proficiency rate for Math assessments	78.57%	71.60%	Yes
Proficiency rate for Reading assessments	78.57%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Indianola**

Total Student Enrollment: 235

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 57



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	41.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.37%	95.00%	No
Participation rate for Reading assessments	47.37%	95.00%	No
Proficiency rate for Math assessments	61.54%	71.60%	No
Proficiency rate for Reading assessments	61.54%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	8.38	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.74%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Kiowa**

Total Student Enrollment: 286

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 56



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.21%	95.00%	No
Participation rate for Reading assessments	48.21%	95.00%	No
Proficiency rate for Math assessments	62.96%	71.60%	No
Proficiency rate for Reading assessments	62.96%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.63%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.04%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Krebs**

Total Student Enrollment: **362**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **39**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	71.79%	95.00%	No
Participation rate for Reading assessments	71.79%	95.00%	No
Proficiency rate for Math assessments	53.57%	71.60%	No
Proficiency rate for Reading assessments	53.57%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.97%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Mc Alester**

Total Student Enrollment: **3,049**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **445**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	53.66%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.47%	95.00%	No
Participation rate for Reading assessments	42.47%	95.00%	No
Proficiency rate for Math assessments	52.13%	71.60%	No
Proficiency rate for Reading assessments	52.13%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.85	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.39%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	8.51%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.55%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	25.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	64.29%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.88%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.80%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Pittsburg**

Total Student Enrollment: 160

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.48%	95.00%	No
Participation rate for Reading assessments	34.48%	95.00%	No
Proficiency rate for Math assessments	30.00%	71.60%	No
Proficiency rate for Reading assessments	30.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Quinton**

Total Student Enrollment: **595**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **155**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	38.46%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.42%	95.00%	No
Participation rate for Reading assessments	57.42%	95.00%	No
Proficiency rate for Math assessments	63.53%	71.60%	No
Proficiency rate for Reading assessments	63.53%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.72%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.44%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Savanna**

Total Student Enrollment: 395

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 70



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	33.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.00%	95.00%	No
Participation rate for Reading assessments	40.00%	95.00%	No
Proficiency rate for Math assessments	73.08%	71.60%	Yes
Proficiency rate for Reading assessments	73.08%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.38%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.15%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pittsburg**

District: **Tannehill**

Total Student Enrollment: 176

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 39



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

NA

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

84.62%

95.00%

No

Participation rate for Reading assessments

84.62%

95.00%

No

Proficiency rate for Math assessments

69.70%

71.60%

No

Proficiency rate for Reading assessments

69.70%

70.67%

No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

66.67%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

0.00%

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

0.00%

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

NA

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

NA

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Pontotoc**

District: **Ada**

Total Student Enrollment: **2,713**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **463**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	93%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	32.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.97%	95.00%	No
Participation rate for Reading assessments	50.97%	95.00%	No
Proficiency rate for Math assessments	55.56%	71.60%	No
Proficiency rate for Reading assessments	55.56%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	39.76%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	16.47%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.41%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	81.58%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	78.26%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.29%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Allen**

Total Student Enrollment: **438**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **55**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.82%	95.00%	No
Participation rate for Reading assessments	41.82%	95.00%	No
Proficiency rate for Math assessments	52.17%	71.60%	No
Proficiency rate for Reading assessments	52.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.20%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Byng**

Total Student Enrollment: 1,790

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 344



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	65%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	34.62%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.26%	95.00%	No
Participation rate for Reading assessments	48.26%	95.00%	No
Proficiency rate for Math assessments	60.24%	71.60%	No
Proficiency rate for Reading assessments	60.24%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.23	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	41.64%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	10.82%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.66%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	87.18%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.63%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.68%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Latta**

Total Student Enrollment: 791

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 113



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.98%	95.00%	No
Participation rate for Reading assessments	53.98%	95.00%	No
Proficiency rate for Math assessments	45.76%	71.60%	No
Proficiency rate for Reading assessments	45.76%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	9.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.00%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	84.62%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Roff**

Total Student Enrollment: **322**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **60**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.67%	95.00%	No
Participation rate for Reading assessments	36.67%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.68	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	49.02%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	7.84%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.96%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Stonewall**

Total Student Enrollment: 433

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 71



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	33.80%	95.00%	No
Participation rate for Reading assessments	33.80%	95.00%	No
Proficiency rate for Math assessments	58.33%	71.60%	No
Proficiency rate for Reading assessments	58.33%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.12%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.55%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pontotoc**

District: **Vanoss**

Total Student Enrollment: **577**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **109**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	91%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.54%	95.00%	No
Participation rate for Reading assessments	49.54%	95.00%	No
Proficiency rate for Math assessments	50.94%	71.60%	No
Proficiency rate for Reading assessments	50.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.41%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Asher**

Total Student Enrollment: **241**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **36**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.67%	95.00%	No
Participation rate for Reading assessments	41.67%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.86%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.71%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.86%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Bethel**

Total Student Enrollment: 1,342

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 191



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.69%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.40%	95.00%	No
Participation rate for Reading assessments	53.40%	95.00%	No
Proficiency rate for Math assessments	66.34%	71.60%	No
Proficiency rate for Reading assessments	66.34%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.34	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.28%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.82%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.56%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.68%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Dale**

Total Student Enrollment: 668

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 96



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.25%	95.00%	No
Participation rate for Reading assessments	56.25%	95.00%	No
Proficiency rate for Math assessments	52.00%	71.60%	No
Proficiency rate for Reading assessments	52.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.08%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	43.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Earlsboro**

Total Student Enrollment: 222

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 33



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.48%	95.00%	No
Participation rate for Reading assessments	48.48%	95.00%	No
Proficiency rate for Math assessments	25.00%	71.60%	No
Proficiency rate for Reading assessments	25.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	6.25%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	80.00%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Grove**

Total Student Enrollment: **417**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **43**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	76.74%	95.00%	No
Participation rate for Reading assessments	76.74%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.17%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.32%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.33%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Macomb**

Total Student Enrollment: 376

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 65



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.23%	95.00%	No
Participation rate for Reading assessments	49.23%	95.00%	No
Proficiency rate for Math assessments	48.39%	71.60%	No
Proficiency rate for Reading assessments	48.39%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.22	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.61%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	81.25%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Maud**

Total Student Enrollment: 323

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 59



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	33.90%	95.00%	No
Participation rate for Reading assessments	33.90%	95.00%	No
Proficiency rate for Math assessments	20.00%	71.60%	No
Proficiency rate for Reading assessments	20.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.47%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.04%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Mc Loud**

Total Student Enrollment: **1,819**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **305**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	15.79%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.54%	95.00%	No
Participation rate for Reading assessments	47.54%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.64	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.71%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.06%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	90.91%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **North Rock Creek**

Total Student Enrollment: **542**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **78**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	73.08%	95.00%	No
Participation rate for Reading assessments	73.08%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	5.69	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.53%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.74%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Pleasant Grove**

Total Student Enrollment: 244

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 35



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.43%	95.00%	No
Participation rate for Reading assessments	51.43%	95.00%	No
Proficiency rate for Math assessments	68.75%	71.60%	No
Proficiency rate for Reading assessments	68.75%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Shawnee**

Total Student Enrollment: **4,091**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **638**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	72%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.92%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.66%	95.00%	No
Participation rate for Reading assessments	39.66%	95.00%	No
Proficiency rate for Math assessments	62.20%	71.60%	No
Proficiency rate for Reading assessments	62.20%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.31	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.32%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.43%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.36%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	19.23%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	79.49%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **South Rock Creek**

Total Student Enrollment: 383

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 30



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	66.67%	95.00%	No
Participation rate for Reading assessments	66.67%	95.00%	No
Proficiency rate for Math assessments	25.00%	71.60%	No
Proficiency rate for Reading assessments	25.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Tecumseh**

Total Student Enrollment: 2,163

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 322



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	85%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.51%	95.00%	No
Participation rate for Reading assessments	38.51%	95.00%	No
Proficiency rate for Math assessments	62.81%	71.60%	No
Proficiency rate for Reading assessments	62.81%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.55	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.95%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.49%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.02%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pottawatomie**

District: **Wanette**

Total Student Enrollment: 197

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 53



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	33.96%	95.00%	No
Participation rate for Reading assessments	33.96%	95.00%	No
Proficiency rate for Math assessments	44.44%	71.60%	No
Proficiency rate for Reading assessments	44.44%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Albion**

Total Student Enrollment: 95

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 39



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	51.28%	95.00%	No
Participation rate for Reading assessments	51.28%	95.00%	No
Proficiency rate for Math assessments	89.47%	71.60%	Yes
Proficiency rate for Reading assessments	89.47%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Antlers**

Total Student Enrollment: **1,017**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **170**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	82%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.47%	95.00%	No
Participation rate for Reading assessments	46.47%	95.00%	No
Proficiency rate for Math assessments	75.32%	71.60%	Yes
Proficiency rate for Reading assessments	75.32%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.16%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	73.33%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Clayton**

Total Student Enrollment: 307

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 82



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.37%	95.00%	No
Participation rate for Reading assessments	35.37%	95.00%	No
Proficiency rate for Math assessments	71.43%	71.60%	No
Proficiency rate for Reading assessments	71.43%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	82.35%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Moyers**

Total Student Enrollment: 194

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 67



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	32.84%	95.00%	No
Participation rate for Reading assessments	32.84%	95.00%	No
Proficiency rate for Math assessments	80.00%	71.60%	Yes
Proficiency rate for Reading assessments	80.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.79%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Nashoba**

Total Student Enrollment: 46

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 18



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	66.67%	95.00%	No
Participation rate for Reading assessments	66.67%	95.00%	No
Proficiency rate for Math assessments	22.22%	71.60%	No
Proficiency rate for Reading assessments	16.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Rattan**

Total Student Enrollment: **506**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **95**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.16%	95.00%	No
Participation rate for Reading assessments	43.16%	95.00%	No
Proficiency rate for Math assessments	82.93%	71.60%	Yes
Proficiency rate for Reading assessments	82.93%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.52%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	91.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Pushmataha**

District: **Tuskahoma**

Total Student Enrollment: 120

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	36.11%	95.00%	No
Participation rate for Reading assessments	36.11%	95.00%	No
Proficiency rate for Math assessments	16.67%	71.60%	No
Proficiency rate for Reading assessments	16.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.82%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	94.74%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Roger Mills**

District: **Cheyenne**

Total Student Enrollment: 320

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.90%	95.00%	No
Participation rate for Reading assessments	61.90%	95.00%	No
Proficiency rate for Math assessments	79.17%	71.60%	Yes
Proficiency rate for Reading assessments	79.17%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Roger Mills**

District: **Hammon**

Total Student Enrollment: 251

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 20



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	65.00%	95.00%	No
Participation rate for Reading assessments	65.00%	95.00%	No
Proficiency rate for Math assessments	46.15%	71.60%	No
Proficiency rate for Reading assessments	46.15%	70.67%	No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Roger Mills**

District: **Leedey**

Total Student Enrollment: 199

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 32



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	56.25%	95.00%	No
Participation rate for Reading assessments	56.25%	95.00%	No
Proficiency rate for Math assessments	72.22%	71.60%	Yes
Proficiency rate for Reading assessments	72.22%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Roger Mills**

District: **Reydon**

Total Student Enrollment: **154**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **19**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Roger Mills**

District: **Sweetwater**

Total Student Enrollment: 99

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 14



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	71.43%	95.00%	No
Participation rate for Reading assessments	71.43%	95.00%	No
Proficiency rate for Math assessments	100.00 %	71.60%	Yes
Proficiency rate for Reading assessments	100.00 %	70.67%	Yes

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Rogers**

District: **Catoosa**

Total Student Enrollment: **2,229**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **359**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.03%	95.00%	No
Participation rate for Reading assessments	49.03%	95.00%	No
Proficiency rate for Math assessments	68.97%	71.60%	No
Proficiency rate for Reading assessments	68.97%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.36	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.14%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.01%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.87%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	66.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Rogers**

District: **Chelsea**

Total Student Enrollment: **965**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **200**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	86%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	21.74%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	59.00%	95.00%	No
Participation rate for Reading assessments	59.00%	95.00%	No
Proficiency rate for Math assessments	59.32%	71.60%	No
Proficiency rate for Reading assessments	59.32%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.63	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	32.63%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	9.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.16%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.35%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Rogers**

District: **Claremore**

Total Student Enrollment: **4,113**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **639**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	81%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.43%	95.00%	No
Participation rate for Reading assessments	52.43%	95.00%	No
Proficiency rate for Math assessments	69.28%	71.60%	No
Proficiency rate for Reading assessments	69.28%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.49	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.57%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	18.97%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	28.95%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	57.89%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	66.67%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.42%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Rogers**

District: **Foyil**

Total Student Enrollment: **652**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **101**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	16.67%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.50%	95.00%	No
Participation rate for Reading assessments	49.50%	95.00%	No
Proficiency rate for Math assessments	54.00%	71.60%	No
Proficiency rate for Reading assessments	54.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	40.21%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.15%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Rogers**

District: **Inola**

Total Student Enrollment: **1,314**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **206**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	89%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	36.36%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	62.62%	95.00%	No
Participation rate for Reading assessments	62.62%	95.00%	No
Proficiency rate for Math assessments	67.97%	71.60%	No
Proficiency rate for Reading assessments	67.97%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	12.83%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.60%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	88.89%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	68.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Rogers**

District: **Justus-Tiawah**

Total Student Enrollment: **562**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **74**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	67.57%	95.00%	No
Participation rate for Reading assessments	67.57%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.25%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Rogers**

District: **Oologah-Talala**

Total Student Enrollment: **1,813**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **224**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.09%	95.00%	No
Participation rate for Reading assessments	45.09%	95.00%	No
Proficiency rate for Math assessments	31.68%	71.60%	No
Proficiency rate for Reading assessments	31.68%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.95	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.34%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.10%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	100.00 %	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Rogers**

District: **Sequoyah**

Total Student Enrollment: 1,363

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 211



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	91%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	25.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.71%	95.00%	No
Participation rate for Reading assessments	50.71%	95.00%	No
Proficiency rate for Math assessments	71.70%	71.60%	Yes
Proficiency rate for Reading assessments	71.70%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.59	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.19%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.51%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	71.43%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Rogers**

District: **Verdigris**

Total Student Enrollment: 1,222

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 219



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.90%	95.00%	No
Participation rate for Reading assessments	58.90%	95.00%	No
Proficiency rate for Math assessments	65.08%	71.60%	No
Proficiency rate for Reading assessments	65.08%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	9.20	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.40%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Seminole**

District: **Bowlegs**

Total Student Enrollment: 310

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 59



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	49.15%	95.00%	No
Participation rate for Reading assessments	49.15%	95.00%	No
Proficiency rate for Math assessments	51.72%	71.60%	No
Proficiency rate for Reading assessments	51.72%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	41.38%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	15.52%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	35.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Seminole**

District: **Butner**

Total Student Enrollment: 220

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 51



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	64.71%	95.00%	No
Participation rate for Reading assessments	64.71%	95.00%	No
Proficiency rate for Math assessments	37.50%	71.60%	No
Proficiency rate for Reading assessments	37.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.39%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	60.00%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	69.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Seminole**

District: **Justice**

Total Student Enrollment: 172

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	100.00%	95.00%	Yes
Participation rate for Reading assessments	100.00%	95.00%	Yes
Proficiency rate for Math assessments	44.83%	71.60%	No
Proficiency rate for Reading assessments	44.83%	70.67%	No

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Seminole**

District: **Konawa**

Total Student Enrollment: 691

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 124



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	80%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.71%	95.00%	No
Participation rate for Reading assessments	38.71%	95.00%	No
Proficiency rate for Math assessments	68.75%	71.60%	No
Proficiency rate for Reading assessments	68.75%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.41	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.45%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.27%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.82%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	92.86%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Seminole**

District: **New Lima**

Total Student Enrollment: 266

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 32



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	31.25%	95.00%	No
Participation rate for Reading assessments	31.25%	95.00%	No
Proficiency rate for Math assessments	77.78%	71.60%	Yes
Proficiency rate for Reading assessments	77.78%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	4.08	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Seminole**

District: **Sasakwa**

Total Student Enrollment: **234**

Enrollment Cluster: **6***

Child Count (students with disabilities) TOTAL: **46**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.35%	95.00%	No
Participation rate for Reading assessments	54.35%	95.00%	No
Proficiency rate for Math assessments	56.00%	71.60%	No
Proficiency rate for Reading assessments	56.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Seminole**

District: **Seminole**

Total Student Enrollment: **1,845**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **271**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	75%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	40.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.40%	95.00%	No
Participation rate for Reading assessments	52.40%	95.00%	No
Proficiency rate for Math assessments	50.36%	71.60%	No
Proficiency rate for Reading assessments	50.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.16%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	69.23%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.41%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.08%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Seminole**

District: **Strother**

Total Student Enrollment: **372**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **61**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.54%	95.00%	No
Participation rate for Reading assessments	47.54%	95.00%	No
Proficiency rate for Math assessments	46.43%	71.60%	No
Proficiency rate for Reading assessments	46.43%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.76%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.72%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	83.33%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Seminole**

District: **Varnum**

Total Student Enrollment: 298

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 42



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.14%	95.00%	No
Participation rate for Reading assessments	57.14%	95.00%	No
Proficiency rate for Math assessments	54.17%	71.60%	No
Proficiency rate for Reading assessments	54.17%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Seminole**

District: **Wewoka**

Total Student Enrollment: 703

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 150



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	92%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	23.08%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	54.67%	95.00%	No
Participation rate for Reading assessments	54.67%	95.00%	No
Proficiency rate for Math assessments	39.51%	71.60%	No
Proficiency rate for Reading assessments	39.51%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.49%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	93.75%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.97%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Sequoyah**

District: **Belfonte**

Total Student Enrollment: 229

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 65



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	32.31%	95.00%	No
Participation rate for Reading assessments	32.31%	95.00%	No
Proficiency rate for Math assessments	90.00%	71.60%	Yes
Proficiency rate for Reading assessments	90.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.62%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	73.91%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Brushy**

Total Student Enrollment: 336

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 48



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.92%	95.00%	No
Participation rate for Reading assessments	47.92%	95.00%	No
Proficiency rate for Math assessments	40.91%	71.60%	No
Proficiency rate for Reading assessments	40.91%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	78.95%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Central**

Total Student Enrollment: **534**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **106**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.62%	95.00%	No
Participation rate for Reading assessments	39.62%	95.00%	No
Proficiency rate for Math assessments	61.90%	71.60%	No
Proficiency rate for Reading assessments	61.90%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.94%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Gans**

Total Student Enrollment: **418**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **118**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	39.83%	95.00%	No
Participation rate for Reading assessments	39.83%	95.00%	No
Proficiency rate for Math assessments	80.85%	71.60%	Yes
Proficiency rate for Reading assessments	80.85%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.03%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	100.00 %	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.30%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Gore**

Total Student Enrollment: **548**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **122**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	30.33%	95.00%	No
Participation rate for Reading assessments	30.33%	95.00%	No
Proficiency rate for Math assessments	62.16%	71.60%	No
Proficiency rate for Reading assessments	62.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.59%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.98%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	60.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Sequoyah**

District: **Liberty**

Total Student Enrollment: 305

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 92



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	66.30%	95.00%	No
Participation rate for Reading assessments	66.30%	95.00%	No
Proficiency rate for Math assessments	80.00%	71.60%	Yes
Proficiency rate for Reading assessments	80.00%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	75.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Marble City**

Total Student Enrollment: 128

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 47



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.19%	95.00%	No
Participation rate for Reading assessments	53.19%	95.00%	No
Proficiency rate for Math assessments	28.00%	71.60%	No
Proficiency rate for Reading assessments	28.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.37%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.63%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Moffett**

Total Student Enrollment: **362**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **83**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.94%	95.00%	No
Participation rate for Reading assessments	34.94%	95.00%	No
Proficiency rate for Math assessments	48.28%	71.60%	No
Proficiency rate for Reading assessments	48.28%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	53.85%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	46.15%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Muldrow**

Total Student Enrollment: **1,651**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **286**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	95%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	12.50%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.71%	95.00%	No
Participation rate for Reading assessments	43.71%	95.00%	No
Proficiency rate for Math assessments	65.04%	71.60%	No
Proficiency rate for Reading assessments	65.04%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.21	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.36%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	16.41%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.38%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	79.17%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Roland**

Total Student Enrollment: **1,178**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **194**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	93%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.58%	95.00%	No
Participation rate for Reading assessments	52.58%	95.00%	No
Proficiency rate for Math assessments	71.13%	71.60%	No
Proficiency rate for Reading assessments	71.13%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.08	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.75%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Sallisaw**

Total Student Enrollment: 2,126

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 357



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	71%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.50%	95.00%	No
Participation rate for Reading assessments	46.50%	95.00%	No
Proficiency rate for Math assessments	46.99%	71.60%	No
Proficiency rate for Reading assessments	46.99%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.76%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	6.12%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.98%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	56.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	43.33%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	56.52%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Sequoyah**

District: **Vian**

Total Student Enrollment: **1,008**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **206**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	23.81%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.43%	95.00%	No
Participation rate for Reading assessments	52.43%	95.00%	No
Proficiency rate for Math assessments	78.70%	71.60%	Yes
Proficiency rate for Reading assessments	78.70%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.04%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.60%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	97.50%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	74.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Stephens**

District: **Bray-Doyle**

Total Student Enrollment: **360**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **62**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.32%	95.00%	No
Participation rate for Reading assessments	40.32%	95.00%	No
Proficiency rate for Math assessments	32.00%	71.60%	No
Proficiency rate for Reading assessments	32.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.57%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.64%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	76.19%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Stephens**

District: **Central High**

Total Student Enrollment: **414**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **35**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Stephens**

District: **Comanche**

Total Student Enrollment: **1,089**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **154**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	69%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.18%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.44%	95.00%	No
Participation rate for Reading assessments	58.44%	95.00%	No
Proficiency rate for Math assessments	31.46%	71.60%	No
Proficiency rate for Reading assessments	31.46%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.73	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Stephens**

District: **Duncan**

Total Student Enrollment: 3,866

Enrollment Cluster: 2*

Child Count (students with disabilities) TOTAL: 466



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	57%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	27.27%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.93%	95.00%	No
Participation rate for Reading assessments	48.93%	95.00%	No
Proficiency rate for Math assessments	60.89%	71.60%	No
Proficiency rate for Reading assessments	60.89%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.47	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	15.12%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.73%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	64.29%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	26.79%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.31%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Stephens**

District: **Empire**

Total Student Enrollment: 492

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 65



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.54%	95.00%	No
Participation rate for Reading assessments	41.54%	95.00%	No
Proficiency rate for Math assessments	37.04%	71.60%	No
Proficiency rate for Reading assessments	37.04%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Stephens**

District: **Grandview**

Total Student Enrollment: 142

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 19



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.25%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Stephens**

District: **Marlow**

Total Student Enrollment: **1,416**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **232**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	9.09%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.26%	95.00%	No
Participation rate for Reading assessments	45.26%	95.00%	No
Proficiency rate for Math assessments	63.11%	71.60%	No
Proficiency rate for Reading assessments	63.11%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.89%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.44%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.34%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Stephens**

District: **Velma-Alma**

Total Student Enrollment: 423

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 67



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	100%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	61.19%	95.00%	No
Participation rate for Reading assessments	61.19%	95.00%	No
Proficiency rate for Math assessments	75.61%	71.60%	Yes
Proficiency rate for Reading assessments	75.61%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Texas**

District: **Goodwell**

Total Student Enrollment: 202

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	38.46%	95.00%	No
Participation rate for Reading assessments	38.46%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Texas**

District: **Guymon**

Total Student Enrollment: **2,849**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **365**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	70%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	18.75%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.40%	95.00%	No
Participation rate for Reading assessments	47.40%	95.00%	No
Proficiency rate for Math assessments	54.97%	71.60%	No
Proficiency rate for Reading assessments	54.97%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	6.69	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.30%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	28.57%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	60.00%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	64.14%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.52%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Texas**

District: **Hardesty**

Total Student Enrollment: 76

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 10



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Texas**

District: **Hooker**

Total Student Enrollment: **576**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **79**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.70%	95.00%	No
Participation rate for Reading assessments	55.70%	95.00%	No
Proficiency rate for Math assessments	72.09%	71.60%	Yes
Proficiency rate for Reading assessments	72.09%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.71%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.90%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.45%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	64.29%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Texas**

District: **Optima**

Total Student Enrollment: 85

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 9



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Texas**

District: **Straight**

Total Student Enrollment: 43

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 5



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	**	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	**	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	**	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Texas**

District: **Texhoma**

Total Student Enrollment: 239

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 17



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Texas**

District: **Tyrone**

Total Student Enrollment: 256

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	41.67%	95.00%	No
Participation rate for Reading assessments	41.67%	95.00%	No
Proficiency rate for Math assessments	66.67%	71.60%	No
Proficiency rate for Reading assessments	66.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.33%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Texas**

District: **Yarbrough**

Total Student Enrollment: 102

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 16



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Tillman**

District: **Davidson**

Total Student Enrollment: 96

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 23



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.17%	95.00%	No
Participation rate for Reading assessments	52.17%	95.00%	No
Proficiency rate for Math assessments	36.36%	71.60%	No
Proficiency rate for Reading assessments	36.36%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
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District Data Profile, 2011-2012

County: **Tillman**

District: **Frederick**

Total Student Enrollment: 866

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 125



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	14.29%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.80%	95.00%	No
Participation rate for Reading assessments	44.80%	95.00%	No
Proficiency rate for Math assessments	61.82%	71.60%	No
Proficiency rate for Reading assessments	61.82%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.57%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.93%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	0.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Tillman**

District: **Grandfield**

Total Student Enrollment: 253

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 37



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	64.86%	95.00%	No
Participation rate for Reading assessments	64.86%	95.00%	No
Proficiency rate for Math assessments	41.67%	71.60%	No
Proficiency rate for Reading assessments	41.67%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	13.33%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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District Data Profile, 2011-2012

County: **Tillman**

District: **Tipton**

Total Student Enrollment: 353

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 76



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	28.57%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	22.37%	95.00%	No
Participation rate for Reading assessments	22.37%	95.00%	No
Proficiency rate for Math assessments	29.41%	71.60%	No
Proficiency rate for Reading assessments	29.41%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.59%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Berryhill**

Total Student Enrollment: **1,203**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **112**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.18%	95.00%	No
Participation rate for Reading assessments	40.18%	95.00%	No
Proficiency rate for Math assessments	54.55%	71.60%	No
Proficiency rate for Reading assessments	54.55%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.37	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.26%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.97%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.83%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.13%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Tulsa**

District: **Bixby**

Total Student Enrollment: **5,072**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **707**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	98%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.16%	95.00%	No
Participation rate for Reading assessments	55.16%	95.00%	No
Proficiency rate for Math assessments	73.90%	71.60%	Yes
Proficiency rate for Reading assessments	73.90%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	7.00	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.27%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.91%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.61%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	29.79%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	70.21%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.53%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Tulsa**

District: **Broken Arrow**

Total Student Enrollment: **16,985**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **2,417**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	19.16%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.40%	95.00%	No
Participation rate for Reading assessments	55.40%	95.00%	No
Proficiency rate for Math assessments	69.40%	71.60%	No
Proficiency rate for Reading assessments	69.40%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.99	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.45%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	17.31%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.04%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	20.73%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	79.27%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	73.53%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.33%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Collinsville**

Total Student Enrollment: **2,627**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **345**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	91%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.22%	95.00%	No
Participation rate for Reading assessments	45.22%	95.00%	No
Proficiency rate for Math assessments	59.87%	71.60%	No
Proficiency rate for Reading assessments	59.87%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.99%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.97%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	91.18%	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.01%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: *Tulsa*

District: *Deborah Brown Community School*

Total Student Enrollment: 237

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 26



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.85%	95.00%	No
Participation rate for Reading assessments	53.85%	95.00%	No
Proficiency rate for Math assessments	78.57%	71.60%	Yes
Proficiency rate for Reading assessments	78.57%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Tulsa**

District: **Discovery School Of Tulsa**

Total Student Enrollment: 822

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 67



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	44.78%	95.00%	No
Participation rate for Reading assessments	44.78%	95.00%	No
Proficiency rate for Math assessments	60.00%	71.60%	No
Proficiency rate for Reading assessments	60.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.07%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	NA	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	NA	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Glenpool**

Total Student Enrollment: **2,421**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **321**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	74%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.16%	95.00%	No
Participation rate for Reading assessments	50.16%	95.00%	No
Proficiency rate for Math assessments	62.11%	71.60%	No
Proficiency rate for Reading assessments	62.11%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	6.91	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.77%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.07%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	56.52%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	43.48%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	85.71%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.56%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Jenks**

Total Student Enrollment: **10,686**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **1,559**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	89%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	6.59%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.60%	95.00%	No
Participation rate for Reading assessments	52.60%	95.00%	No
Proficiency rate for Math assessments	76.67%	71.60%	Yes
Proficiency rate for Reading assessments	76.67%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.60	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	16.32%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.03%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	23.36%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	71.96%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	63.89%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.35%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.87%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Keystone**

Total Student Enrollment: 359

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 69



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	NA	82.40%	NA
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	63.77%	95.00%	No
Participation rate for Reading assessments	63.77%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	No	Yes	No
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Liberty**

Total Student Enrollment: 613

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 97



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.61%	95.00%	No
Participation rate for Reading assessments	53.61%	95.00%	No
Proficiency rate for Math assessments	69.23%	71.60%	No
Proficiency rate for Reading assessments	69.23%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.11%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.16%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	73.08%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Owasso**

Total Student Enrollment: 9,336

Enrollment Cluster: 1*

Child Count (students with disabilities) TOTAL: 979



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	82%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	44.26%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.20%	95.00%	No
Participation rate for Reading assessments	52.20%	95.00%	No
Proficiency rate for Math assessments	66.14%	71.60%	No
Proficiency rate for Reading assessments	66.14%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.28	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.13%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	19.13%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	53.13%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	77.14%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.94%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	88.24%	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: *Tulsa*

District: *Sand Springs*

Total Student Enrollment: 5,248

Enrollment Cluster: 2*

Child Count (students with disabilities) TOTAL: 684



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	79%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	37.10%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.78%	95.00%	No
Participation rate for Reading assessments	46.78%	95.00%	No
Proficiency rate for Math assessments	50.32%	71.60%	No
Proficiency rate for Reading assessments	50.32%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.51	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.53%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.98%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.93%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	73.81%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	92.86%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.51%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Skiatook**

Total Student Enrollment: **2,608**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **320**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	84%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	22.22%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	55.31%	95.00%	No
Participation rate for Reading assessments	55.31%	95.00%	No
Proficiency rate for Math assessments	42.94%	71.60%	No
Proficiency rate for Reading assessments	42.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.38	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	60.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: *Tulsa*

District: *Sperry*

Total Student Enrollment: 1,358

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 156



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	53.21%	95.00%	No
Participation rate for Reading assessments	53.21%	95.00%	No
Proficiency rate for Math assessments	52.44%	71.60%	No
Proficiency rate for Reading assessments	52.44%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	43.71%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	11.92%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.99%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	55.56%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.78%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Tulsa**

District: **Tulsa**

Total Student Enrollment: **41,199**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **6,225**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	80%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	50.39%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	57.08%	95.00%	No
Participation rate for Reading assessments	57.08%	95.00%	No
Proficiency rate for Math assessments	47.58%	71.60%	No
Proficiency rate for Reading assessments	47.58%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.79	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	49.73%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	11.91%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	2.44%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	16.62%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	83.38%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	60.56%	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.07%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.66%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: *Tulsa*

District: *Tulsa Charter: Schl Arts/Sci*

Total Student Enrollment: *NA*

Enrollment Cluster: *NA**

Child Count (students with disabilities) TOTAL: 23



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

NA

82.40%

NA

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

NA

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

NR

95.00%

NR

Participation rate for Reading assessments

NR

95.00%

NR

Proficiency rate for Math assessments

NR

71.60%

NR

Proficiency rate for Reading assessments

NR

70.67%

NR

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day

100.00
%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

0.00%

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

0.00%

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

NA

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

NA

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district
 NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Tulsa**

District: **Union**

Total Student Enrollment: **14,990**

Enrollment Cluster: **1***

Child Count (students with disabilities) TOTAL: **1,529**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	78%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	19.57%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	58.93%	95.00%	No
Participation rate for Reading assessments	58.93%	95.00%	No
Proficiency rate for Math assessments	59.30%	71.60%	No
Proficiency rate for Reading assessments	59.30%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.21	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.27%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	14.65%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.48%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	34.67%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	45.33%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	89.47%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.29%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	84.21%	100%	No
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Wagoner**

District: **Coweta**

Total Student Enrollment: **3,342**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **504**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	57%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.69%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.62%	95.00%	No
Participation rate for Reading assessments	47.62%	95.00%	No
Proficiency rate for Math assessments	54.47%	71.60%	No
Proficiency rate for Reading assessments	54.47%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.02	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.53%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.14%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	43.75%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	50.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.57%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	51.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Wagoner**

District: **Okay**

Total Student Enrollment: **462**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **106**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	37.74%	95.00%	No
Participation rate for Reading assessments	37.74%	95.00%	No
Proficiency rate for Math assessments	57.50%	71.60%	No
Proficiency rate for Reading assessments	57.50%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.02%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.99%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	58.82%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	69.57%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Wagoner**

District: **Porter Consolidated**

Total Student Enrollment: 574

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 126



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.71%	95.00%	No
Participation rate for Reading assessments	35.71%	95.00%	No
Proficiency rate for Math assessments	52.27%	71.60%	No
Proficiency rate for Reading assessments	52.27%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.54%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	40.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Wagoner**

District: **Wagoner**

Total Student Enrollment: **2,445**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **440**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	71%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	50.91%	95.00%	No
Participation rate for Reading assessments	50.91%	95.00%	No
Proficiency rate for Math assessments	64.73%	71.60%	No
Proficiency rate for Reading assessments	64.73%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	9.49	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.26%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.19%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	68.42%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.83%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.15%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

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District Data Profile, 2011-2012

County: **Washington**

District: **Bartlesville**

Total Student Enrollment: **5,984**

Enrollment Cluster: **2***

Child Count (students with disabilities) TOTAL: **749**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	77%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	10.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	52.34%	95.00%	No
Participation rate for Reading assessments	52.34%	95.00%	No
Proficiency rate for Math assessments	62.44%	71.60%	No
Proficiency rate for Reading assessments	62.44%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.00	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.33%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.74%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.86%	< 1.85%	No
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	41.18%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	58.82%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	92.31%	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	100.00 %	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.54%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted <u>on time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Washington**

District: **Caney Valley**

Total Student Enrollment: 761

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 120



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	87%	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	7.69%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	46.67%	95.00%	No
Participation rate for Reading assessments	46.67%	95.00%	No
Proficiency rate for Math assessments	66.07%	71.60%	No
Proficiency rate for Reading assessments	66.07%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.46	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.14%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.76%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	0.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	80.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	No
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Washington**

District: **Copan**

Total Student Enrollment: 230

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 36



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.22%	95.00%	No
Participation rate for Reading assessments	47.22%	95.00%	No
Proficiency rate for Math assessments	52.94%	71.60%	No
Proficiency rate for Reading assessments	52.94%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	33.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Washington**

District: **Dewey**

Total Student Enrollment: **1,230**

Enrollment Cluster: **3***

Child Count (students with disabilities) TOTAL: **166**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	64%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	30.77%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	48.80%	95.00%	No
Participation rate for Reading assessments	48.80%	95.00%	No
Proficiency rate for Math assessments	59.26%	71.60%	No
Proficiency rate for Reading assessments	59.26%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.59	< 2.50	No
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	74.03%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.30%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	83.33%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.27%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Washita**

District: **Burns Flat-Dill City**

Total Student Enrollment: 724

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 127



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	33.33%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	43.31%	95.00%	No
Participation rate for Reading assessments	43.31%	95.00%	No
Proficiency rate for Math assessments	48.15%	71.60%	No
Proficiency rate for Reading assessments	48.15%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.09	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	41.12%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	4.67%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	50.00%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100.00 %	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Washita**

District: **Canute**

Total Student Enrollment: **450**

Enrollment Cluster: **5***

Child Count (students with disabilities) TOTAL: **51**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	35.29%	95.00%	No
Participation rate for Reading assessments	35.29%	95.00%	No
Proficiency rate for Math assessments	72.22%	71.60%	Yes
Proficiency rate for Reading assessments	72.22%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.55%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.13%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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District Data Profile, 2011-2012

County: **Washita**

District: **Cordell**

Total Student Enrollment: 758

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 96



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	40.63%	95.00%	No
Participation rate for Reading assessments	40.63%	95.00%	No
Proficiency rate for Math assessments	62.16%	71.60%	No
Proficiency rate for Reading assessments	62.16%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.83%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.61%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	84.62%	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	No
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.44%	100%	No
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	65.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

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District Data Profile, 2011-2012

County: **Washita**

District: **Sentinel**

Total Student Enrollment: 333

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 66



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.85%	95.00%	No
Participation rate for Reading assessments	34.85%	95.00%	No
Proficiency rate for Math assessments	82.61%	71.60%	Yes
Proficiency rate for Reading assessments	82.61%	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.59%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.72%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Woods**

District: **Alva**

Total Student Enrollment: **936**

Enrollment Cluster: **4***

Child Count (students with disabilities) TOTAL: **145**



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	20.00%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	42.07%	95.00%	No
Participation rate for Reading assessments	42.07%	95.00%	No
Proficiency rate for Math assessments	50.00%	71.60%	No
Proficiency rate for Reading assessments	50.00%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.83%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	48.00%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
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District Data Profile, 2011-2012

County: **Woods**

District: **Freedom**

Total Student Enrollment: 73

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 14



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	NA	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	No
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00 %	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district
NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Woods**

District: **Waynoka**

Total Student Enrollment: 252

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 29



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	**	95.00%	No
Participation rate for Reading assessments	**	95.00%	No
Proficiency rate for Math assessments	**	71.60%	Yes
Proficiency rate for Reading assessments	**	70.67%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

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District Data Profile, 2011-2012

County: **Woodward**

District: **Fort Supply**

Total Student Enrollment: 118

Enrollment Cluster: 6*

Child Count (students with disabilities) TOTAL: 19



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma

**

82.40%

Yes

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 2: Drop-Out from High School	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out

**

<4.43%

Yes

Note: Results may be different from other reports due to differences in calculations.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
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Participation rate for Math assessments

**

95.00%

No

Participation rate for Reading assessments

**

95.00%

No

Proficiency rate for Math assessments

**

71.60%

Yes

Proficiency rate for Reading assessments

**

70.67%

Yes

Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions

NA

< 2.50

NA

Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
--	-----------------	---------------------	---------------------

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

No

No

Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
--	-----------------	---------------------	---------------------

Percent of students with disabilities inside regular class >80% of the day

81.25%

51.04%

Yes

Percent of students with disabilities inside regular class <40% of the day

0.00%

< 9.84%

Yes

Percent of students with disabilities in separate schools/facilities.

0.00%

< 1.85%

Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
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Percent attending regular EC program and receiving majority of special education and services in regular early childhood program

**

Baseline

NA

Percent attending separate special education class, separate school, or residential facility

**

Baseline

NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	No
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	Yes
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Woodward**

District: **Mooreland**

Total Student Enrollment: 502

Enrollment Cluster: 4*

Child Count (students with disabilities) TOTAL: 81



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	Yes
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	34.57%	95.00%	No
Participation rate for Reading assessments	34.57%	95.00%	No
Proficiency rate for Math assessments	64.29%	71.60%	No
Proficiency rate for Reading assessments	64.29%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.06%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.99%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	92.86%	Baseline	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

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For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site:
<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District Data Profile, 2011-2012

County: **Woodward**

District: **Sharon-Mutual**

Total Student Enrollment: 293

Enrollment Cluster: 5*

Child Count (students with disabilities) TOTAL: 24



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	**	82.40%	Yes
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	**	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	45.83%	95.00%	No
Participation rate for Reading assessments	45.83%	95.00%	No
Proficiency rate for Math assessments	63.64%	71.60%	No
Proficiency rate for Reading assessments	63.64%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.35%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	**	Baseline	NA

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* The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	NR	89.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	57.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	71.00%	NR
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	NR	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	**	100%	NA
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	**	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	No	Yes	No

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District Data Profile, 2011-2012

County: **Woodward**

District: **Woodward**

Total Student Enrollment: 2,765

Enrollment Cluster: 3*

Child Count (students with disabilities) TOTAL: 346



Oklahoma State Performance Plan (2013) Data Indicators

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Percent of students with disabilities in Grade 12 who graduated with a diploma	80%	82.40%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 2: Drop-Out from High School	District	State Target	Meets Target
Percent of students with disabilities in Grades 9-12 who dropped out	5.88%	<4.43%	No
<i>Note: Results may be different from other reports due to differences in calculations.</i>			
Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Participation rate for Math assessments	47.98%	95.00%	No
Participation rate for Reading assessments	47.98%	95.00%	No
Proficiency rate for Math assessments	55.49%	71.60%	No
Proficiency rate for Reading assessments	55.49%	70.67%	No
<i>Note: Results may be different from other reports due to differences in calculations. The data source for these results is Accountability and Assessment. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at http://ok.gov/sde/accountability-state-testing-results</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.86	< 2.50	Yes
Indicator 4b: Significant Discrepancies in Special Education Suspensions/Expulsions	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	No	No	Yes
Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.75%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.64%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	**	Baseline	NA
Percent attending separate special education class, separate school, or residential facility	65.63%	Baseline	NA

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** Results were suppressed to protect student/parent identification.

Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	**	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	58.00%	Yes
Outcome B: Acquisition and using knowledge and skills.			
Percent who increased rate of growth by six years of age or exited the program	**	89.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	57.00%	No
Outcome C: Use of appropriate behaviors to meet their needs.			
Percent who increased rate of growth by six years of age or exited the program	**	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	**	71.00%	Yes
Indicator 8: Parent Involvement	District	State Target	Meets Target
Percent reported schools facilitated parent involvement to improve services and results	**	84.00%	Yes
Indicator 9: Disproportionality – Child with a Disability	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100.00 %	100%	Yes
Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent determined eligible for Part B services and IEPs completed on or before 3 rd birthday	**	100%	Yes
Indicator 13: Secondary Transition	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.59%	100%	No
Indicator 15: Identification and Correction of Noncompliance	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	100%	100%	Yes
Indicator 20: State Reported Data:	District	State Target	Meets Target
October 1 Child Count submitted <u>on time and accurate</u> (October 14, 2011)	Yes	Yes	Yes
End of Year Data Report submitted on <u>time and accurate</u> (July 20, 2012)	Yes	Yes	Yes

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