



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 64.71% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.05% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.83% | 26.74% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.26% | 18.26% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 51.53% | NO | 17% | 23.94% | NO | 2.01% | 0.12% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.71% | | | 1.59% | | | 3.17% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 66.7% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 98.10% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 65.32% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.13% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.86% | 18.55% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.73% | 11.96% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 42.56% | NO | 17% | 29.51% | NO | 2.01% | 1.38% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 36.85% | | | 2.55% | | | 8.17% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 61.1% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 98.00% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 87.5% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 25.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 12.50% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 100.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 85.7% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 45.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.29% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 95.88% | 25.10% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.71% | 21.81% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 64.66% | YES | 17% | 18.32% | NO | 2.01% | 0.22% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 55.74% | | | 0.82% | | | 43.44% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 88.89% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.91% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.74% | 22.40% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.11% | 15.14% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 37.50% | NO | 17% | 16.73% | YES | 2.01% | 1.65% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 21.05% | | | 7.89% | | | 71.05% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 80.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 17.50% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.73% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.92% | 18.29% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.38% | 14.12% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 80.37% | YES | 17% | 9.38% | YES | 2.01% | 0.12% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 96.36% | | | 2.73% | | | 0.91% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 90.9% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 84.21% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| <i>School Year</i> | <i>State Target</i> | <i>District Rate</i> | <i>Met State Target?</i> |
|--------------------|---------------------|----------------------|--------------------------|
| 2007-08 | 80.00% | 56.52% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| <i>School Year</i> | <i>State Target</i> | <i>District Rate</i> | <i>Met State Target?</i> |
|--------------------|---------------------|----------------------|--------------------------|
| 2007-08 | 0.65% | 1.88% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| <i>School Year</i> | <i>State Target AYP Reading</i> | <i>State Target AYP Math</i> | <i>Met State Target? AYP Reading</i> | <i>Met State Target? AYP Math</i> |
|--------------------|-------------------------------------|----------------------------------|--|---------------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| <i>School Year</i> | <i>State Target Participation</i> | <i>State Target Proficiency</i> | <i>District Rate Participation</i> | <i>District Rate Proficiency</i> | <i>Met State Target? Participation</i> | <i>Met State Target? Proficiency</i> |
|--------------------|---------------------------------------|-------------------------------------|--|--------------------------------------|--|--|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.67% | 15.28% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.68% | 11.63% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| <i>School Year</i> | <i>State Target</i> | <i>Met State Target?</i> |
|--------------------|---------------------|--------------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 94.70% | YES | 17% | 2.95% | YES | 2.01% | 0.39% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 78.6% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 28.57% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.34% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 99.58% | 22.50% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 16.25% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 53.62% | NO | 17% | 16.60% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 87.50% | | | 8.82% | | | 0.74% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 80.0% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 98.15% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 87.5% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 95.24% | 23.81% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 95.24% | 9.52% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 85.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 28.57% | | | 0.00% | | | 71.43% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 43.40% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.37% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.83% | 14.03% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.96% | 8.60% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 44.51% | NO | 17% | 19.73% | NO | 2.01% | 1.73% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 78.24% | | | 4.71% | | | 4.71% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 95.0% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 99.02% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 88.9% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 95.2% | NO | YES |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 92.31% | 15.38% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 92.31% | 0.00% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 90.91% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 80.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 30.30% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 2.15% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.49% | 13.99% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.24% | 10.86% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 46.10% | NO | 17% | 14.72% | YES | 2.01% | 0.43% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 20.21% | | | 6.38% | | | 73.40% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 82.8% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 97.60% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 33.33% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.08% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 15.79% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 13.16% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 80.60% | YES | 17% | 1.49% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 40.00% | | | 20.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 95.7% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 80.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|--------------------------------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 12.50% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.88% | 9.38% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 86.67% | YES | 17% | 5.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 20.00% | | | 0.00% | | | 60.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 90.9% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 66.70% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.43% | 25.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.43% | 21.43% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 69.12% | YES | 17% | 1.47% | YES | 2.01% | 2.94% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 40.00% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 20.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 94.12% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 83.3% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 46.77% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.04% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 99.10% | 11.49% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 99.10% | 9.68% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 65.34% | YES | 17% | 9.05% | YES | 2.01% | 1.99% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 98.54% | | | 0.00% | | | 0.98% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 37.50% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.23% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 93.75% | 8.93% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 94.64% | 5.36% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 52.29% | NO | 17% | 17.89% | NO | 2.01% | 0.92% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 92.11% | | | 5.26% | | | 2.63% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 0.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 100.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 85.71% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.78% | 15.56% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.78% | 6.67% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 89.00% | YES | 17% | 0.00% | YES | 2.01% | 1.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 86.8% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 95.86% | 10.15% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.87% | 9.02% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 58.45% | YES | 17% | 14.66% | YES | 2.01% | 1.02% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.68% | | | 3.19% | | | 2.13% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 64.3% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 96.90% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 33.3% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| <i>School Year</i> | <i>State Target</i> | <i>District Rate</i> | <i>Met State Target?</i> |
|--------------------|---------------------|----------------------|--------------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| <i>School Year</i> | <i>State Target</i> | <i>District Rate</i> | <i>Met State Target?</i> |
|--------------------|---------------------|----------------------|--------------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| <i>School Year</i> | <i>State Target AYP Reading</i> | <i>State Target AYP Math</i> | <i>Met State Target? AYP Reading</i> | <i>Met State Target? AYP Math</i> |
|--------------------|-------------------------------------|----------------------------------|--|---------------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| <i>School Year</i> | <i>State Target Participation</i> | <i>State Target Proficiency</i> | <i>District Rate Participation</i> | <i>District Rate Proficiency</i> | <i>Met State Target? Participation</i> | <i>Met State Target? Proficiency</i> |
|--------------------|---------------------------------------|-------------------------------------|--|--------------------------------------|--|--|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 20.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 20.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| <i>School Year</i> | <i>State Target</i> | <i>Met State Target?</i> |
|--------------------|---------------------|--------------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 71.43% | YES | 17% | 0.00% | YES | 2.01% | 14.29% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 0.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.17% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 19.40% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.51% | 13.43% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 77.55% | YES | 17% | 0.68% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 100.0% | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 90.91% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 23.08% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 15.38% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 72.41% | YES | 17% | 6.90% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.12% | | | 5.88% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 50.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 95.65% | 0.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.83% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 82.93% | YES | 17% | 0.00% | YES | 2.01% | 1.22% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 90.00% | | | 10.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 33.33% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 50.00% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 93.33% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 83.33% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.98% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.62% | 13.04% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.58% | 9.18% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 39.44% | NO | 17% | 12.91% | YES | 2.01% | 8.45% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 20.97% | | | 8.06% | | | 54.84% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 86.70% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 55.56% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.56% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.11% | 16.98% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.11% | 13.21% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 52.78% | NO | 17% | 12.04% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.12% | | | 5.88% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 33.33% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 6.90% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 95.65% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 42.9% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 35.14% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.76% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.55% | 22.58% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.87% | 14.35% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 46.85% | NO | 17% | 21.45% | NO | 2.01% | 1.22% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 92.71% | | | 3.65% | | | 3.65% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 89.5% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 88.30% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 15.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 10.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 91.67% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | NO |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.04% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 26.67% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 26.67% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 75.51% | YES | 17% | 12.24% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 95.24% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.60% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 99.24% | 13.35% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.36% | 11.34% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 35.71% | NO | 17% | 29.57% | NO | 2.01% | 2.05% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 31.33% | | | 2.41% | | | 66.27% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 76.5% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 83.80% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 60.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 40.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.00% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.56% | 11.51% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.43% | 9.09% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 61.61% | YES | 17% | 10.81% | YES | 2.01% | 2.60% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 98.01% | | | 0.00% | | | 1.99% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 80.0% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 99.40% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 37.50% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 12.50% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 83.33% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 27.59% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.54% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.97% | 10.15% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.46% | 6.60% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 51.21% | NO | 17% | 16.43% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 65.05% | | | 2.91% | | | 28.16% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 57.9% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.71% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 17.95% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 17.95% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 45.90% | NO | 17% | 8.20% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 83.33% | | | 16.67% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 75.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 66.7% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 37.50% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.22% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 90.38% | 7.69% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 92.31% | 7.69% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 85.50% | YES | 17% | 5.34% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 28.57% | | | 2.86% | | | 68.57% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|--------------------------------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 36.36% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.56% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.87% | 16.80% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.80% | 12.53% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 64.06% | YES | 17% | 16.05% | YES | 2.01% | 0.13% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 97.96% | | | 0.00% | | | 2.04% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | NO |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 61.9% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 80.00% | 0.00% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 90.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.09% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 25.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 25.00% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 72.73% | YES | 17% | 0.00% | YES | 2.01% | 9.09% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.00% | 16.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 96.00% | 24.00% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 79.49% | YES | 17% | 10.26% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 9.09% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 4.55% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 76.47% | YES | 17% | 0.00% | YES | 2.01% | 2.94% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 66.67% | | | 0.00% | | | 33.33% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 8.11% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.30% | 2.70% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 58.06% | YES | 17% | 6.45% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 70.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 21.43% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 7.14% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 86.36% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 90.85% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.03% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.94% | 19.06% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.15% | 13.23% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 51.04% | NO | 17% | 8.35% | YES | 2.01% | 1.04% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 32.11% | | | 67.89% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 75.0% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 88.7% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.15% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.91% | 14.13% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.91% | 6.01% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 39.81% | NO | 17% | 22.93% | NO | 2.01% | 1.27% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 40.00% | | | 6.67% | | | 53.33% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 88.9% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 77.50% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 71.4% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 2.86% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 12.50% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 70.00% | YES | 17% | 3.33% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.73% | 6.82% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.73% | 4.55% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 60.44% | YES | 17% | 7.69% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 97.56% | | | 2.44% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 74.29% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.59% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.11% | 38.17% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.42% | 28.39% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 71.40% | YES | 17% | 1.95% | YES | 2.01% | 0.53% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 73.85% | | | 4.62% | | | 10.77% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 70.6% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 97.60% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 51.35% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.85% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.59% | 13.45% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.28% | 7.76% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 54.02% | NO | 17% | 15.45% | YES | 2.01% | 1.83% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 40.85% | | | 0.47% | | | 57.28% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 64.7% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 99.00% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 83.3% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.43% | 21.43% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 10.71% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 88.33% | YES | 17% | 3.33% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 80.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.46% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.35% | 11.92% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.68% | 7.28% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 61.49% | YES | 17% | 10.56% | YES | 2.01% | 1.24% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 61.5% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 16.67% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 5.56% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 84.21% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 100.0% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 80.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 12.50% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 37.50% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 94.74% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 25.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 9.09% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 36.36% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 68.97% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 0.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 93.55% | 6.45% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 28.85% | NO | 17% | 13.46% | YES | 2.01% | 7.69% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.50% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 14.29% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 56.76% | NO | 17% | 9.46% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 38.89% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.27% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.96% | 16.96% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.26% | 16.52% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 49.27% | NO | 17% | 19.51% | NO | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 91.67% | | | 2.08% | | | 6.25% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 88.9% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 92.3% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 33.33% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 16.67% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 87.50% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 11.54% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 19.23% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 78.95% | YES | 17% | 7.02% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 83.33% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 25.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.45% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 95.59% | 5.88% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 95.59% | 2.94% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 81.08% | YES | 17% | 3.38% | YES | 2.01% | 0.68% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 61.29% | | | 0.00% | | | 38.71% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 2.78% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 2.78% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 50.00% | NO | 17% | 7.58% | YES | 2.01% | 1.52% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 35.29% | | | 0.00% | | | 64.71% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 70.0% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 81.82% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.73% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.78% | 14.63% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.17% | 4.88% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 88.16% | YES | 17% | 2.63% | YES | 2.01% | 0.33% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 57.50% | | | 0.00% | | | 2.50% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 94.44% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 92.9% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 47.37% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.25% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.13% | 13.79% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 98.28% | 9.20% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 52.07% | NO | 17% | 19.28% | NO | 2.01% | 0.55% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 21.98% | | | 69.23% | | | 8.79% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 85.7% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 66.67% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 14.29% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 100.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 0.00% | | | 0.00% | | | 100.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 22.73% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 6.82% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 97.53% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 88.89% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 93.8% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 90.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.00% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.99% | 37.37% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 16.16% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 79.55% | YES | 17% | 2.84% | YES | 2.01% | 1.14% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 33.85% | | | 50.77% | | | 15.38% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 100.0% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | NO |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 92.90% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 94.74% | 0.00% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 94.74% | 0.00% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 65.79% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 75.00% | | | 25.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 41.28% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.72% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.37% | 24.79% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.41% | 22.10% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 54.97% | NO | 17% | 27.19% | NO | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 27.50% | | | 48.75% | | | 23.33% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 83.3% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 98.70% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 53.06% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.56% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.65% | 33.16% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.29% | 23.18% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 51.96% | NO | 17% | 15.61% | YES | 2.01% | 0.48% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 28.29% | | | 52.66% | | | 8.68% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 89.7% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 40.00% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 80.00% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 100.00% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 0.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 64.71% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.85% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.68% | 20.53% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 99.34% | 17.22% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 45.88% | NO | 17% | 11.47% | YES | 2.01% | 0.36% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 93.33% | | | 6.67% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 91.7% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 66.7% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 20.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 94.12% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 59.09% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.87% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.73% | 18.92% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.32% | 12.64% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 55.41% | NO | 17% | 12.34% | YES | 2.01% | 0.79% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 70.19% | | | 9.94% | | | 15.53% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 84.2% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 14.71% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 20.59% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 98.41% | YES | 17% | 1.59% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 100.00% | | | 0.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 71.4% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 11.1% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 38.46% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 1.30% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.45% | 16.49% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.42% | 9.79% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 43.24% | NO | 17% | 23.24% | NO | 2.01% | 1.35% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.59% | | | 0.00% | | | 2.70% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 98.60% | NO | YES |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 57.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 52.94% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.68% | NO |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.41% | 11.38% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 99.40% | 7.78% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 77.86% | YES | 17% | 11.07% | YES | 2.01% | 0.38% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 76.47% | | | 0.00% | | | 23.53% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 92.3% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 33.33% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 25.00% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 82.76% | YES | 17% | 3.45% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 66.67% | | | 0.00% | | | 33.33% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 0.00% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.10% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 98.98% | 19.80% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.97% | 15.23% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 40.38% | NO | 17% | 34.34% | NO | 2.01% | 1.92% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 77.42% | | | 9.68% | | | 12.90% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 50.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 18.75% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 6.25% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 66.67% | YES | 17% | 0.00% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 0.00% | | | 0.00% | | | 100.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 0.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 27.78% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 27.78% | YES | YES |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 60.47% | YES | 17% | 4.65% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 85.00% | | | 5.00% | | | 10.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 30.77% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.44% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.54% | 10.66% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 97.54% | 7.38% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 83.94% | YES | 17% | 5.96% | YES | 2.01% | 0.46% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 63.46% | | | 7.69% | | | 26.92% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 72.7% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.31% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 23.64% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 10.91% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 80.15% | YES | 17% | 6.87% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 98.15% | | | 1.85% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 91.7% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 90.91% | NO | NO |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 50.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.30% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 100% | 2.22% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 100% | 0.00% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 85.87% | YES | 17% | 4.35% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 94.12% | | | 5.88% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 80.0% | NO | NO |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 87.50% | 12.50% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 87.50% | 0.00% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 57.14% | NO | 17% | 14.29% | YES | 2.01% | 0.00% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 66.67% | | | 0.00% | | | 33.33% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | N/A | N/A |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 100.00% | YES |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | N/A | N/A |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 96.67% | 60.00% | YES | YES |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 93.33% | 20.00% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 9.64% | NO | 17% | 0.00% | YES | 2.01% | 89.16% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 50.00% | | | 50.00% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 93.8% | YES |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 8.33% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.00% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 97.50% | 20.00% | YES | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 95.00% | 5.83% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 69.44% | YES | 17% | 7.22% | YES | 2.01% | 4.44% | NO |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 37.50% | | | 6.25% | | | 56.25% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 69.2% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 80.00% | 25.00% | NO |

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 0.65% | 0.51% | YES |

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

| School Year | State Target AYP Reading | State Target AYP Math | Met State Target? AYP Reading | Met State Target? AYP Math |
|-------------|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| 2007-08 | 22% | 27% | NO | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

| School Year | State Target Participation | State Target Proficiency | District Rate Participation | District Rate Proficiency | Met State Target? Participation | Met State Target? Proficiency |
|----------------|-------------------------------|-----------------------------|--------------------------------|------------------------------|------------------------------------|----------------------------------|
| Reading | | | | | | |
| 2007-08 | 95.1% | 28% | 90.80% | 10.34% | NO | NO |
| Math | | | | | | |
| 2007-08 | 95.3% | 22% | 95.40% | 13.79% | YES | NO |

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

| School Year | State Target | Met State Target? |
|-------------|--------------|-------------------|
| 2007-08 | 2.2% | YES |

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

| School Year | In Regular Class 80% or more | | | In Regular Class less than 40% | | | All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.) | | |
|-------------|------------------------------|---------------|-------------------|--------------------------------|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | 58% | 56.84% | NO | 17% | 8.42% | YES | 2.01% | 1.58% | YES |

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

| School Year | In Regular Early Childhood Program 80% or more of the time | | | In Regular Early Childhood Program 40%-79% of the time | | | In Regular Early Childhood Program less than 40% of the time | | |
|-------------|--|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|
| | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? | State Target | District Rate | Met State Target? |
| 2007-08 | | 92.86% | | | 7.14% | | | 0.00% | |

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2007-08 | 87% | 75.3% | NO |

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| School Year | State Compliance Target | Met State Compliance Target? |
|-------------|-------------------------|------------------------------|
| 2007-08 | 0% | YES |

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.00% | YES | N/A |

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|----------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | 100.0% | YES | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| <i>School Year</i> | <i>State Compliance Target</i> | <i>Substantial Compliance Target</i> | <i>District Rate</i> | <i>Met State Compliance Target?</i> | <i>Met Substantial Compliance Target?</i> |
|--------------------|--------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|---|
| 2007-08 | 100% | 95% | did not participate in sampling plan | N/A | N/A |

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).