South Dakota Special Education Performance Information **Hill City 51-2** **51002**

District Report Card for 2015-16

Indic#	Indicator	Measurement	2015-16 Target	2015-16 State Rate	2015-16 District Rate	Did District Meet the Target ?
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma in four years	85.00%	59.92%	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school in one year	2.90%	3.03%	0.00%	Y
3	Statewide Assessment	*Participation and proficiency of children with disabilities on statewide assessments:*				
3B	Participation Rate	Reading	99.40%	99.23%	100.00%	Y
		Math	99.40%	99.11%	100.00%	Y
3C	Proficiency Rate	Reading	25.85%	20.45%	28.26%	Y
		Math	25.06%	19.25%	26.09%	Y
4	Suspension / Expulsion Rate^	*Rates of suspension and expulsion:*				
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.67%	No	Y
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year and is this significant discrepancy the result of policies, practices, and procedures?	No	0.00%	No	Y
5	LRE for Students	*Percent of children with IEPs aged 6 through 21 served:*				
5A	Regular Classroom	Inside the regular class 80% or more of the day	67.00%	69.21%	67.21%	Y
5B	Separate Classroom	Inside the regular class less than 40% of the day	6.00%	5.64%	4.92%	Y
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	3.59%	2.20%	0.00%	Y

Any rate that is based on fewer than 10 students in the numerator is represented by 'X'.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

^^The state rate for 4 represents the percent of districts that had a significant discrepancy in suspension/expulsion rates.

Indic#	Indicator	Measurement	2015-16 Target	2015-16 State Rate	2015-16 District Rate	Did District Meet the Target ?
6	LRE for Preschool Students	*Percent of children with IEPs aged 3 through 5 attending:*				
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.45%	22.38%	40.00%	Y
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	16.26%	13.74%	10.00%	Y
7	Child Outcomes	*Percent of preschool children with IEPs*				
7A	Social-emotional skills	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	79.15%	75.86%		
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	84.15%	84.62%	X	X
7B	Acquisition and use of Knowledge and Skills	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	65.50%	66.85%		
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	55.96%	56.28%	X	X
7C	Use of appropriate behaviors	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	69.10%	69.83%		
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	72.10%	73.46%	X	X
8	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	77.50%	84.35%	68.42%	N

Any rate that is based on fewer than 10 students in the numerator is represented by 'X'.

Indic#	Indicator	Measurement	2015-16 Target	2015-16 State Rate	2015-16 District Rate	Did District Meet the Target ?
9	DispropR/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%	No	Y
10	DispropR/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%	No	Y
11	25 School Day Timeline for Evaluations	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within the 25 School Day Timeline for Evaluations	100.00%	99.85%	100.00%	Y
12	Transition from Part C to Part B	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 birthday	100.00%	99.54%	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	82.02%		
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.				
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	15.50%	15.79%	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	67.50%	76.56%	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.00%	82.06%	X	X

Any rate that is based on fewer than 10 students in the numerator is represented by 'X'.
**The State rate for 9 and 10 represent the percent of districts with disproportionate representation based on inappropriate identification.