

SPECIAL EDUCATION PERFORMANCE REPORT



June 1, 2012

Norton City Public Schools

22 Tenth Street
Norton, VA 24273

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. This report compares the division's performance to the State's target.

Virginia's 2005-2012 State Performance Plan and 2010-2011 Annual Performance Report can be found at: http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.

Indicator 1: Graduation

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Students with IEPs graduating from high school with a regular diploma	62.50 %	52.76%	Yes

Indicator 2: Dropouts

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Students with Disabilities Grades 7-12 who Dropped Out	0.00 %	2.25%	Yes

Indicator 3: Participation and Performance on Statewide Assessments

	AYP Objectives Met
3a. Division Met AYP Objectives for Students with Disabilities Subgroup	Yes

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
3b. Students with Disabilities Participation Rate for English/Reading	98.00%	95%	Yes
3b. Students with Disabilities Participation Rate for Math	96.00%	95%	Yes

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
3c. Students with Disabilities Proficiency Rate for English/Reading	77.00%	86%	No
3c. Students with Disabilities Proficiency Rate for Math	79.00%	85%	No

Indicator 4: Suspension/Expulsion

	2010-2011 Significant Discrepancy
4a. Percent of districts that have significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	No

	2010-2011 Significant Discrepancy
4b. Percent of districts that have (a) significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and supports, and procedural safeguards.	No

Indicator 5: School Age Least Restrictive Environment (LRE)

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
5a. 80% or More of Time Inside Regular Classroom	54.00%	68%	No
5b. 40% or Less of Time Inside Regular Classroom	4.00%	8%	Yes
5c. Served in Separate Public or Private School, Residential, Home-Based or Hospital Facility	1.00%	<1%	No

Indicator 6: Preschool Least Restrictive Environment (LRE)

Percent of preschool children ages 2-5 with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

There is no requirement to report out to the public for indicator 6.

Indicator 7: Preschool Outcomes

		2010-2011 Division Performance	2010-2011 State Target	State Target Met
7a. Positive social-emotional skills (including social relationships);	A. % entered below age expectations	100.00%	86%	Yes
	B. % functioning within age expectations	66.66%	56%	Yes
7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and	A. % entered below age expectations	100.00%	90%	Yes
	B. % functioning within age expectations	33.33%	39%	No
7c. Use of appropriate behavior to meet their needs	A. % entered below age expectations	100.00%	87%	Yes
	B. % functioning within age expectations	100.00%	62%	Yes

Indicator 8: Parent Involvement

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Parents reporting schools facilitated parent involvement as a means of improving services and results for children with disabilities	100.00 %	67%	Yes

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services

	2010-2011 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No

Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories

	2010-2011 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No

Indicator 11: Timeline for Eligibility

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.	100.00%	100%	Yes

Indicator 12: Part C to Part B Transition

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Children Determined Eligible and IEPs Developed and Implemented by Their Third Birthdays	100.00%	100%	Yes

Indicator 13: Secondary IEP Goals and Transition Services

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100%	Yes

Indicator 14:

	2010-2011 Division Performance	2010-2011 State Target	State Target Met
14a. Enrolled in higher education within one year of leaving high school.	50.00%	32%	Yes
14b. Enrolled in higher education or competitively employed within one year of leaving high school.	75.00%	55%	Yes
14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	75.00%	64%	Yes