

Office of Indian Education Programs

Native American Student Information System
(NASIS)

Requirements Definition Document (RDD)

Bureau of Indian Affairs



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Document Approvals

Acting Director, OIEP

Date

Deputy Assistant Secretary – Information Resources
Management (DAS-IRM) /Assistant Secretary–Indian
Affairs (AS-IA) Chief Information Officer (CIO)

Date

OCIO Manager, Education Programs

Date

NASIS Project Manager

Date

NASIS COTR

Date



Revision History

Author	Version Number	Revision Date	Revision Summary
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Section 1: Introduction

This Requirements Definition Document (RDD) describes the Native American Student Information System (NASIS) business and functionality requirements. It is prepared in accordance with the Office of the Chief Information Officer System Life Cycle requirements. NASIS is yet to be deployed as of the date of this document.

This document was jointly prepared by the Office of Indian Education Programs (OIEP) and the Office of the Chief Information Officer (OCIO). OIEP participants included school and Central Office staff. Changes to the RDD are approved through the Education Change Control Board.

The RDD supports the following activities:

- Procurement of the system
- Designing and developing the system
- Evaluating the product in all subsequent phases of the life cycle
- Determining the success criteria of the project

1.1 Project Description

The purpose of the Native American Student Information System (NASIS) investment is to improve student achievement through a student data management system for the Bureau of Indian Affairs Office of Indian Education Programs (OIEP). NASIS will deliver services tailored to the OIEP Central Office and deliver separate, but related services to the schools.

The requirement for an information system for OIEP originated in the Educational Amendments of 1978 to P.L. 95-561 (the basic P.L. 95-561 was enacted in 1965). The recent "No Child Left Behind Act" is P.L. 107-110, Part D is entitled the "Native American Education Improvement Act". Part D consists primarily of a complete restatement of the Educational Amendments of 1978 to P.L. 95-561 and adds suspense dates tied to specific items. The Native American Student Information System will support the fulfillment of these statutes, the maintenance of the Indian School Equalization Program (ISEP), Average Daily Attendance/Average Daily Membership (ADA/ADM) reports, student counts and placements required under the Individuals with Disabilities Education Act (IDEA), enrollment information required under No Child Left Behind (NCLB), lunch program needs and other reports such as those required under Government Performance and Results Act (GPRA). NASIS will assume the functions currently performed by the OIEP ISEP system, after which the ISEP system will be decommissioned. NASIS will replace existing information systems such as WinSchool, Osiris, PowerSchool Original, SASIxp, SchoolMaster, SchoolSpace, Zangle Desktop, as well as some custom developed applications. Some schools have no automated student management system in place.

1.2 Background

The Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP) school system is comprised of 187 schools that are located in 23 states and a central office with operations in Washington, DC; Albuquerque, NM; and Education Line Offices (ELO) around the country. For school year 2003-2004, there were approximately 47,700 students enrolled in BIA schools and dormitories nationwide. The schools are K-12 with approximately 60% of the schools being K-8. The largest concentration of BIA schools is in the northern adjoining corners of New Mexico and Arizona with the next largest concentration being in South and North Dakota.



The Director, OIEP is responsible for management and operation of the organization. Reporting to the Director are Education Line Officers (ELOs) who are in turn responsible for overseeing a subset of the schools. The main offices of the OIEP are located in Washington, DC and Albuquerque, New Mexico. Below the main office are the Education Line Offices (ELOs), each of which is managed by an Education Line Officer.

The number of ELOs is expected to be reduced and a new management level added between the ELOs and the Director, OIEP in FY06.

1.3 Concept of Operations

NASIS is to be a centralized system (see Figure 1) for supporting teachers, other school staff, students, parents, and Central Office staff. NASIS will provide the statistical reports needed for the various funding programs, provide reports required by Federal and State education agencies, and provide the source data to analyze student performance (along with the tools needed to perform the analysis).

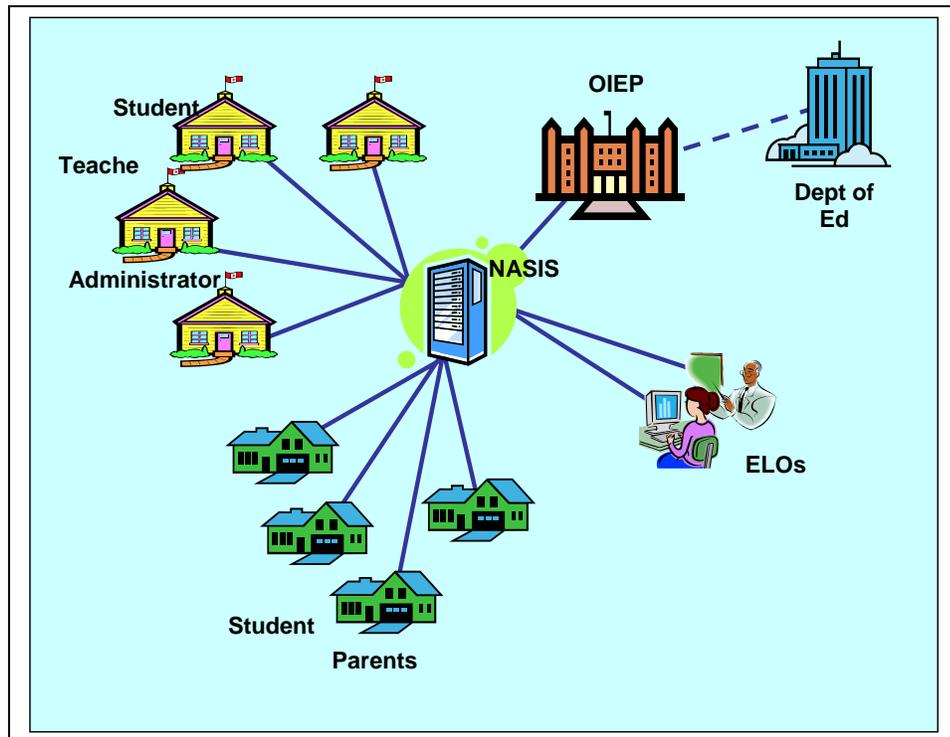


Figure 1: NASIS

OIEP is different from many other education jurisdictions in that OIEP operates in 23 states and is required by statute to report regarding those schools to State and Federal education agencies. This is the foremost requirement to be satisfied by NASIS. This requirement and related requirements are performed in NASIS by Central Office staff using NASIS Reporting and Analysis Services. NASIS will allow OIEP to store, access, and analyze data to reformulate academic and residential strategies, align curriculum to standards, analyze standardized test trends in student performance to identify weakness and success, and create new visions and ideas to increase academic performance, track progress toward Annual Yearly Progress (AYP); and the related state tests and benchmark data. NASIS will allow access to student achievement information, making



possible the distillation of data into reports at school, Education Line Office, Regional Director, OIEP Central Office, and state levels. ELOs will be able to run reports covering their jurisdictions and OIEP will run bureau-wide aggregate reports as well as all other reports.

The other primary NASIS requirement, although secondary to the above reporting and analysis requirement, is the delivery of NASIS Student and School Services. Student and School Services are similar to those that would be anticipated in most schools systems. NASIS will provide schools with as complete a feature set as possible to support and satisfy day to day and planning needs. This would include data input, collection, and reporting for a variety of functions such as, but not limited to, scheduling, attendance, grade reporting, behavior tracking, test and assessment histories, program enrollments, and other areas of need. There are some OIEP-unique requirements related to, for example, transportation and residential/dormitory operations.

To reduce overall life cycle costs and simplify system support, and to take advantage of proven technology, NASIS is envisioned as a centralized, Web-based system. Other implementations are possible if they can be shown to be superior.

1.4 Use Cases

The table below summarizes how NASIS is to be employed by the primary types of users.

USER	Use
<p>Central Office Analysts and Planners</p>	<p>In certain aspects, OIEP is different from schools and school systems across the country. These differences may have significant impact on the manner that an off the shelf School Information System must be modified in order to meet the unique needs of the BIA and the BIA funded schools.</p> <p>The BIA for this project operates as single system, but at the same time each of its schools is run more or less autonomously, with their own curriculums, and their own local policies and procedures. It is critical that the system provide a means for the BIA to gather data consistently and at the same time allow schools sufficient flexibility to meet their own very different needs.</p> <p>For the purposes of this project, it is important to understand that the Bureau of Indian Affairs is similar to a State Education Agency in its reporting requirements. Schools funded by the Bureau of Indian Affairs must report to the BIA data using data definers that are commonly reported by all schools in the system. For example Bureau schools must report to the BIA information on a student's tribal membership, and in a few cases where a student is not a tribal member their status as non-Indian. However, because BIA schools in some cases may receive funding or receive accreditation from the states where they are located, they must also report to the states. In most cases a state is not interested in tribal membership but require schools to report on a student's ethnicity using that states ethnicity codes. Not all states use the same ethnicity codes, or definers of ethnicity. The NASIS system must both maintain the tribal membership fields and at the same time allow locally or state defined fields for ethnicity codes. This is needed so that the BIA can gather data in a consistent manner and allows the schools the ability to meet state requirements</p> <p>Another difference is that the BIA funds several different types of schools and</p>



USER	Use
	<p>programs, each of which has different requirements for a student information system. For example the BIA funds off-reservation dormitories where students live in a dormitory environment, but attend a public school during the day. The dorms may operate on a five or seven day calendar, and have a need to take attendance at differing predefined hours. The BIA also funds boarding schools that have both residential and academic programs. The academic programs may run on a five day schedule, the dormitories may run on either five, six or seven day schedules and may take attendance at differing times and schedules. The system needs to identify students by both enrollment in residential and academic programs and to take attendance separately.</p> <p>NASIS will have a data warehouse for student and school information and provide analytical tools, including OLAP, to Central Office staff to perform multidimensional analyses.</p> <ul style="list-style-type: none"> • Create electronic reports for U.S. Department of Education and State education agencies • Send reports from NASIS or through the creation of data files that can be stored on media • Receive electronic files from agencies and related entities
<p>School Staff administrators teachers counselors transportation staff classroom aides liaison others as appropriate</p>	<p>Input and access to school level data, and functions by school based on authorized accesses and permissions. School users will only be able to access their school data. Example: teachers would see grades of own students, input attendance for own students; Administrator would have complete access at a school, etc. Below are example functions. Others are described in this document.</p> <ul style="list-style-type: none"> • Student demographic information • Schedules, classes, grades • Discipline information • Health information • Special programs information (bilingual. Exceptional child, sports, clubs etc.) • Residential and day attendance • State assessment results • Local assessment results • Reports on all combinations of data
<p>OIEP Senior Management</p>	<ul style="list-style-type: none"> • View and/or create reports for individual schools and groups of schools (excludes individual identifying information) • View dashboards
<p>Education Line Offices/Officers</p>	<p>Education Line Offices/Officers will be able to view summary reports for schools assigned schools, but will not be able to view information that is attributable to a specific student. View/retrieval access for all data for all schools in that organizational unit. Reports on schools in combinations of data points in a specific school or by comparison amongst schools within the agency will be available.</p>



USER	Use
Parents	Parents will have view only access to their own child's data and report card. <ul style="list-style-type: none"> • View student's teacher GradeBook to determine student's progress or missing assignments. • View student's report card grades, attendance (current day, period and historical attendance records), discipline, etc • Re-set own password
Students	<ul style="list-style-type: none"> • Need ability to view teacher GradeBook to determine progress or missing assignments. • Need ability to view their report card grades and attendance records • Re-set own password
System Security Manager	<ul style="list-style-type: none"> • Use security facility to monitor the system security status, to delegate privileges to perform functions on behalf of the System Security Manager • Review audit logs and adjust auditing settings • Review security dashboards • Create custom reports

Table 1: Use Cases

1.5 Assumptions and Constraints

1.5.1 Assumptions

The following assumptions are made regarding NASIS:

- Schools have high-speed (T1 or better) access to the Internet with the exception of 11 schools that have MCI satellite connections, the bandwidth of which varies from 512 to 856 kbps.
- All BIA funded schools will utilize the NASIS critical funding and required reporting elements
- All user equipment meets minimum software and hardware requirements required by NASIS
- Supplemental training will be provided via 'online' delivery or similar technologies

1.5.2 Constraints

These conditions are outside the control of the project:

- All ELOs have high-speed (T1 or better) access to the internet
- All 'Stakeholders' must be computer literate

1.6 Interfaces or Electronic File to External Systems

Applications or systems with which the subject system must interface:

- U.S. Department of Education
- All 23 states' individual student information systems (import and export) i.e., ADS (New Mexico), SAIS (Arizona), and SIMS (South Dakota)
- Publishing companies who publish state tests
- The Department of Education, state agencies, etc., to generate and export electronic files in the formats required by said entities, as well as import files - NASIS must be SIF and ODBC compliant to accomplish this
- WebISEP Indian Student Equalization Program (until it is replaced by NASIS)
- Annual Report website (until it is replaced by NASIS)



- FACE and Baby FACE manual process and web interface (until it is replaced by NASIS)
- Transportation calculation module website (until it is replaced by NASIS)
- ENAN-II Network (used by students, school staff, ELOs, and Central Office staff to communicate with NASIS)
- ENAN Network via Internet access (for students and parents to communicate with NASIS)
- Any access a vendor may require for system support and/or maintenance

1.7 Methods of Implementation

NASIS is to be a web based student information system that will be phased into use throughout the BIA education system. For schools that are currently using an electronic student system for school management of data there will be a transition from the current system to the NASIS system which will include importing data from the legacy system. For schools keeping paper and pencil records there will be manual input needed for basis carry-over information.

The phase-in will require training at each level on those functions to be used by the various users at each organizational level. Adequate training is crucial to deployment of the system. For each school using an existing program there will be a plan for the transition that must be designed to least impact the instructional support for the school.

While the system acquired will be an “Off the Shelf” product there will be a need for a test environment to ensure that all required factors are functional. The contractor must make needed modifications to fulfill established BIA needs and use of these modifications must be validated in a test environment. Prior to deployment there will be an in-depth review by subject matter experts to define and customize the product for BIA use.

1.8 Points of Contact

Points of Contact	
System Owner	Ed Parisian, Acting Director, OIEP
Business Owner	Ed Parisian, Acting Director, OIEP
IA employee with signature authority	Ed Parisian, Acting Director, OIEP
Project Manager	Allen McCready (OIEP Contractor)
COTR	Glenn Allison (OIEP)
OCIO Manager, Education Programs	Al Foster (OCIO)
OCIO PMSO Representative	Dan Bonner (OCIO Contractor)



OCIO CP/IC Representative	Phil Simons (OIEP Contractor)
SME, Consolidated AYP Report and Student Assessments	Pat Abeyta, Peter Camp (OIEP)
SME, Boarding Schools, Transportation	Kathy Murray (OIEP)
SME, Special Needs Programs	Pat Abeyta (OIEP)
SME, Student Demographic Information	Kathy Renville (OIEP)
SME, Student Discipline	Larry Byers (OIEP)
SME, Face and Baby Face Program	Debbie Lente-Jojola (OIEP)
SME, WebISEP	Glenn Allison, Joe Herrin (OIEP)
ELOs, ELO Level Reports	David Talayumptewa (OIEP)
Contractors	Scott Garrett (Wyandotte)

1.9 Document References

Reference Title	Location
Consolidated State Performance Report: Parts I and II	Appendix A
Report of Children with Special Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended	Appendix B
Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities	Appendix C
Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements	Appendix D
Report of Children with Disabilities Exiting Special Education	Appendix E
Report of Children with Disabilities Subject to Disciplinary Removal	Appendix F
Report of the Participation and Performance of Students with Disabilities on State Assessments	Appendix G
Review Sheets for AYP for various states	Appendix H
Office of Indian Education Programs, Bureau-Wide Annual Report Card	Appendix I
Bureau-Wide Annual Report, Part I: School-Wide Participation (complete)	Appendix J
School-Wide Annual Report Card	Appendix K
AYP Calculation Summary	Appendix L
Bureau of Indian Affairs Office of Indian Education Programs State Performance Plan Submitted December 1, 2005	Appendix M
Report of Students Who Receive Early Intervention Services funded by P.L. 108-446 Part B (IDEIA 04)	Appendix N
NASIS to WebISEP Interface Files	Appendix O
Federal Register Part II, Department of the Interior, Bureau of Indian Affairs, 25 CFR Part 30, et al. Implementation of the No Child Left Behind Act of 2001; Final Rule (http://www.gpoaccess.gov/topics/education.html)	URL as indicated



Reference Title	Location
Program Improvement and Accountability Plan (PIAP)	Upon Request
OMB Circular A-130, Appendix 3. (http://www.whitehouse.gov/omb/circulars/a130/a130trans4.html)	URL as indicated



Section 2: System, Technical, and Operational Requirements

2.1 General Architectural Requirements

In order to: 1) minimize system support needs, system cost, 2) enhance security and the user experience, and 3) position the system for future technological developments, NASIS will embody these characteristics and employ the best of available and proven technology, to include:

- Centralized, Web-based system
- Web browser-based user interface
- Windows-based user interface
- Open standards and open source solutions
- School Interoperability Framework (SIF) compliance
- Open database connectivity (ODBC) compliance
- Online analytical processing (OLAP) tools
- Data warehouse for student and school information
- Data analysis tools for multi-dimensional data analyses and reports
- Messaging for staff, students, and parents

NASIS may be delivered as either a government owned and operated system, a government owned and contractor operated system, or as a service from an application service provider (ASP). The high level architectural components are:

- Core NASIS Platform. BIA and the Department of the Interior have standardized on Microsoft and Oracle software products and Intel/AMD-based server platforms, therefore the core NASIS components should be consistent with these standards. Should the government select an ASP solution, the government is neutral on the platform as long as other requirements can be satisfied.
- Network Service. Users will communicate with the core NASIS platform over TCP/IP based networks. Schools employ the Educational Native American Network -2 (ENAN-2) for external connectivity, including access to the Internet.
- End-user Platform. The end-user will access NASIS via a Web browser. NASIS will accommodate multiple browsers, but as a minimum will support Microsoft Internet Explorer.

NASIS will support two primary functional needs. Implicit in fulfilling these requirements is a data warehouse with OLAP tools. More information on functional needs may be found in subsequent sections of this document and in the appendices.

- Federal and State Reporting. The foremost requirement of NASIS is to support the reporting requirements levied on OIEP by the US Department of Education and the State education agencies. OIEP is distinct from many other school systems in that it operates in 23 states and must exchange data with the states, including the required reports. Because vendors design school information systems to operate at the school level up to the state level, there do not appear to be solutions on the market that can readily accommodate OIEP's needs, although the technical feasibility exists.



- Student and School Services. There are many student/school information system solutions and many of these are generally consistent with OIEP requirements.

2.2 Environment

2.2.1 Equipment Environment

- The BIA and Department of the Interior have standardized on Intel/AMD servers, so the NASIS processing environment will be consistent with those standards.
- The core NASIS components will be located together in an industry best practices data center facility.
- The data center will be secured to ensure only authorized individuals are allowed access to the facility.
- The data center critical operational parameters will be monitored on a 24x7 basis.
- The majority of the OIEP schools and student population are in Arizona and New Mexico. South and North Dakota are next largest student concentrations, but are substantially smaller the New Mexico and Arizona areas. Physical proximity to the user population is advantageous.

2.2.2 Software Environment

- BIA and the Department of the Interior have standardized on Microsoft and Oracle software products, therefore the core NASIS components will be consistent with these standards.
- Users will access NASIS using a Web browser
- NASIS will employ XML compliant data structures.

2.3 Performance

2.3.1 Response Time

Assuming negligible network delays, screens, when selected, will display with minimal delay and will not be an encumbrance to performing functions. Reports will be sent to the chosen printer within a timeframe that is measured in seconds as opposed to minutes. Response time for queries and updates should be almost immediate. The system should be able to meet user needs for handling transactions.

2.3.2 System Availability

The system must be available to users 24 hours a day, seven days a week, year round. Additionally, a separate Service Level Agreement (SLA) must be established that will clarify the System Availability, Recoverability, and Performance. This will be developed in coordination with the provider and OIEP.

Routine system maintenance and upgrades must be scheduled in advance and proper notice must be given before a scheduled system outage. Proper notice is defined as one week.

2.3.3 Data Currency

Once data is entered, the information shall be available immediately.



2.3.4 Recoverability

In the event that the system is unavailable to users because of a major system failure, the maximum time period required for restoring function and data is 8 hours. The system must be capable of being restored to a prior condition existing just prior to system failure.

In the event of destruction of the processing site, the backup site should be available within 12 hours of failure.

A Disaster Recovery Plan is required, and must be approved by BIA. It must be updated and tested annually.

2.3.5 Scalability

The current student population is approximately 47,000 students. The number of students is not expected to change significantly. Access to NASIS by parents will increase the user population accordingly.

2.3.6 Adaptability

NASIS will be capable of evolving with technological developments. NASIS will employ open standards and open source technology.

2.3.7 System Status Monitoring

In the event that NASIS is operated outside of BIA facilities, BIA shall have the ability to monitor the status of the system via reports or dashboards. Data required by BIA includes operational status, number of active users, number of sessions/users per day, number of open trouble tickets (cumulative and by category), and general trouble ticket statistics.

2.3.8 Reliability

The minimum acceptable level of availability is 99.99%.

2.3.9 Capacity

The system must be able to store, provide access to, and generate reports from student records as needed.

2.3.10 Data Retention

All data for BIA schools must be retained permanently. Therefore, copies of the data must be furnished to BIA at monthly intervals for data storage purposes if NASIS is delivered via an ASP.

All student records will be kept in the system a maximum of five years after graduation, or until the student reaches age 27, at which time said records will be turned over to BIA for data storage.

All data furnished and turned over to BIA will be in a mutually agreed format which is, at minimum, SIF and ODBC compliant such that BIA will be able to store and access the data at a later time.

2.4 Security

2.4.1 General

The data storage facility must ensure that the data is not visible for anyone outside of the IA Schools. This requires the following:

- NASIS will have a capability for defining rights to data and functions.
- No other interface can be added to the system without prior approval and/or notification of BIA.
- NASIS and supporting contractor staff will comply with the Federal Information Security Management Act (FISMA), and DOI and BIA information security policies.



- NASIS will undergo the DOI OMB Circular A-130, Appendix 3 certification and accreditation process.
- NASIS will be subject to the annual security review required by OMB Circular A-130, Appendix 3. (<http://www.whitehouse.gov/omb/circulars/a130/a130trans4.html>)
- NASIS will comply with the requirements of the Privacy Act and the Family Educational Rights Privacy Act (FERPA)
- NASIS will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).
- NASIS will provide security controls as described in National Institute of Standards and Technology (NIST) Standards Publication (SP) 800-26, Security Self-Assessment Guide for Information Technology Systems.
- A contingency plan will exist, be updated annually, and be tested annually.

2.4.2 Identification and Authentication

Use of the system will be controlled through a log-on process requiring a user ID and a password. The password parameters will be configurable, including length of password, use of alphabetic and numeric characters, password re-use, password expiration, and account lockout due to failed log-on attempts.

NASIS will have a user-administered password reset capability.

Parental access to student data over the Web may use a simplified access capability if the student identifying information is limited to a student ID number.

2.4.3 Audit Trail

The system will have the ability log events and transactions. Logging parameters will be customizable. If NASIS is delivered by ASP, then BIA will have online access to audit facilities or be provided audit log reports on a daily basis. The system shall record logon failures and successes.

2.4.4 Alerts

The system will generate alerts for selected significant events.

2.4.5 Network Perimeter Security

If NASIS is in an OIEP facility, the government will provide network perimeter security. If in an ASP facility, the vendor will provide network perimeter security.

2.4.6 ASP Security

If NASIS is delivered via an ASP, the system and the supporting infrastructure will be subjected to periodic tests by the government. The vendor will be required to provide certifications or test data demonstrating its compliance with applicable Federal and State statutes.



Section 3: Requirements Matrix

The following requirements matrix provides a method for tracking requirements and their implementation. Each requirement is included in the matrix. The matrix contains the following fields:

- Requirement ID – a unique number which will be used to trace the requirement through the Life Cycle
- Source Reference – an external reference such as a law or specific document
- Module – a unit of requirements pertaining to an overall subject area
- Type – based on a pre-defined categorization scheme which will be used to help prioritize and measure requirements
- Category – A further delineation of a specific category
- Function – the specific function within a category
- Function Description – a text description of the function
- Business Objective - being met by the requirement
- Data/Requirement Source – source for the specific data and data types to fulfill the requirement as well as any forms which may indicate particular data fields required
- Priority – High, Medium, or Low

Key for Source/References:

A = Public Law 107-110

B = Public Law 108-446

C = Federal Register Pt. II, DOI, BIA, 25 CFR Part 30, et al., Implementation of the No Child Left Behind Act of 2001; Final Rule

D = PIAP (Program Improvement and Accountability Planning)

E = Student Transportation SY report to OIEP

Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
1		Announcement Requirements	Student Enrollment	Enrollment	Summon s	Automated call slips and messages	Locate Individual Students	Enrollment Application Forms	High
2	A	Attendance Requirements	Relevant Reports	Attendance Reports	Attendance Scanforms	The ability to print Attendance Scan forms	Access Attendance History	Teacher Record Book	Low



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
3	A	Attendance Requirements	Relevant Reports	Attendance Reports	Daily Call Report	The ability to provide an Absent List with selection options that include parent/guardian contact information.	Access Attendance History	Teacher Record Book	High
4	A	Attendance Requirements	Relevant Reports	Attendance Reports	Teacher's Summary of Attendance	The ability to provide a Class Attendance List with selection options of Start Date, Weeks, Section ID, and indicators for whether or not to include the Signature Line.	Access Attendance History	Teacher Record Book	High
5	A	Attendance Requirements	Relevant Reports	Attendance Reports	Attendance Collection Status	The ability to provide a list of teachers who have/have not submitted attendance for the current day.	Access Attendance History	Teacher Record Book	High
6	A	Attendance Requirements	Relevant Reports	Attendance Reports	Student Attendance Detail	The ability to provide an Attendance Profile report with selection options that include Daily Attendance History, Period Attendance History, Absence Reasons, Start and End Dates.	Access Attendance History	Teacher Record Book	High
7	A	Attendance Requirements	Relevant Reports	Attendance Reports	Master Absence List	The ability to provide a list of all students' absences with selection options that include Date Range, a choice of Absence Reasons, Grade Range.	Access Attendance History	Teacher Record Book	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
8	A	Attendance Requirements	Relevant Reports	Attendance Reports	Excessive Absence Report	The ability to provide a list of all students' absences with selection options that include number of occurrences, choice of Absence Reasons and a date range.	Access Attendance History	Teacher Record Book	High
9	A	Attendance Requirements	Relevant Reports	Attendance Reports	Attendance Phone contact List	The ability to provide a list of students absent with option to include parent/guardian contact information.	Access Attendance History	Teacher Record Book	High
10	A	Attendance Requirements	Relevant Reports	Attendance Reports	Monthly Attendance Hours Report	The ability to provide a list of students with summary of attendance hours attended/absent by month	Access Attendance History	Teacher Record Book	High
11	A	Attendance Requirements	Relevant Reports	Attendance Reports	School ADA, ADM Reports	The ability to provide a summary of students attendance by Date, Minute, Student, etc.	Access Attendance History	Teacher Record Book	High
12	A	Attendance Requirements	Relevant Reports	Attendance Reports	Student Attendance Summary	The ability to provide a by student summarizing total number of days absent, attended for a given date range.	Access Attendance History	Teacher Record Book	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
13	A	Attendance Requirements	Relevant Reports	Attendance Reports	Ability to filter reports for various intervals of time (10 days, etc.) as needed	The ability to provide a list of students who have met a certain number of absences by Date, Minute, Student, etc. as needed	Access Attendance History	Teacher Record Book	High
14	A	Attendance Requirements	Relevant Reports	Attendance Reports	Absentee Report	The ability to provide list of students absent with option to include date range, absence reason code	Access Attendance History	Teacher Record Book	High
15	A	Attendance Requirements	Relevant Reports	Attendance Reports	Attendance Count Report	The ability to provide list counting students absent and attendance	Access Attendance History	Teacher Record Book	High
16	A	Attendance Requirements	Relevant Reports	Attendance Reports	Consecutive Absences Reports	The ability to provide list of students absent for X number of consecutive school days.	Access Attendance History	Teacher Record Book	High
17	A	Attendance Requirements	Relevant Reports	Attendance Reports	Perfect Attendance Report	The ability to provide list of students with perfect attendance with selection options that include grade range and date range.	Access Attendance History	Teacher Record Book	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
18	A	Attendance Requirements	Relevant Reports	Attendance Reports	Student Daily Attendance Report	The ability to provide list of students' daily attendance with selection options that include absence reasons.	Access Attendance History	Teacher Record Book	High
19	A	Attendance Requirements	Relevant Reports	Attendance Reports	Weekly Attendance Summary Report	The ability to provide list of students' attendance, absence by week with option for signature line, date range.	Access Attendance History	Teacher Record Book	High
20	A	Attendance Requirements	Relevant Reports	Attendance Reports	Period Attendance Verification Report	The ability to provide list of students' attendance by period with option for signature line, date range.	Access Attendance History	Teacher Record Book	High
21	A	Attendance Requirements	Relevant Reports	Enrollment Reports	Student ADM and ADA Reports	By Date, Minute, Student, etc.	Funding Instructional Planning	Registrar Records	High
22	A	Attendance Requirements	Student Assessment Information	Attendance	Rapid Entry	The ability for attendance clerks to enter attendance data using printed rosters	Track instruction time	Teacher Record Books	High
23	A	Attendance Requirements	Student Assessment Information	Attendance	School Calendars	The ability to create multiple school calendars (such as academic, residential, and vocational)	Track time	Teacher Record Books, Dorm Attendants	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
24	A	Attendance Requirements	Student Assessment Information	Attendance	Multiple Calendar Assignment	The ability to make assignments on more than one calendar for each student as needed	Track time	Teacher Record Books	High
25	A	Attendance Requirements	Student Assessment Information	Attendance	Class Entry	The ability for Teachers to record Attendance for students by classroom/meeting period/section.	Track instruction time	Teacher Record Books	High
26	A	Attendance Requirements	Student Assessment Information	Attendance	Scan	The ability to use bubble sheets to scan in attendance	Track instruction time	Teacher Record Books	Low
27	A	Attendance Requirements	Student Assessment Information	Attendance	Student History	The ability to review and edit student attendance data one student at a time	Track instruction time	Teacher Record Books	High
28	A	Attendance Requirements	Student Assessment Information	Attendance	Attendance Data Verification	The ability for teachers, principals, and ELOs to electronically verify attendance data and signify that they have done so	Track instruction time	Teacher Record Books	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
29	A	Attendance Requirements/Announcement Requirements	Relevant Reports	Attendance Reports	Student Attendance/Performance Alert	System generated notification (letter/email/message) notification when student misses more than x number of days, has been suspended for more than x number of days, has been suspended for 10 or more days and is on an IEP, grades are C or below, is truant, calls in sick or goes home sick, etc.	Access Attendance History	Teacher Record Book	High
30	A	Central Office Needs				Defined locked down fields			
31	A D	Discipline Requirements	Behavior	Reporting		Ability to identify student misbehavior by type – Major Referrals – Verbal language, physical contact, non-compliance, minor disruption, property misuse, minor -other		High	
32	A D	Discipline Requirements	Behavior	Reporting		Report by student Expulsions, Suspensions		High	



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
33	A D	Discipline Requirements	Behavior	Reporting		Ability to identify student misbehavior by location – classroom, playground, common areas, hall/breezeway, cafeteria, bathroom/restroom, gym, library, bus loading zone, parking lot, field trip, office, other location, unknown location		High	
34	A D	Discipline Requirements	Behavior	Reporting		Ability to track student discipline referrals by person making the referral		High	
35	A D	Discipline Requirements	Relevant Reports	Behavior Reports	Behavior History Report		Know School/Student Behavior Patterns	Incident Reports	High
36	A D	Discipline Requirements	Relevant Reports	Behavior Reports	Behavior Detail Report	Ability to list all details entered by incident, student, date range, actions, and behavior type.	Know School/Student Behavior Patterns	Incident Reports	High
37	A D	Discipline Requirements	Student Assessment Information	Behavior	Behavior	The ability to track the behavior history of a student	Track Student behavior	Student File	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
38	A D	Discipline Requirements	Student Assessment Information	Behavior	Incidents	The ability to track behavior incidents by type, and note time occurred, 24/7, 365 days a year	Track Student behavior	Student File	High
39	A D	Discipline Requirements	Student Assessment Information	Behavior	Expulsion and Suspension	Ability to assign actions for expulsions and suspensions, and have those actions reflected on the attendance calendar	Track Student behavior actions and attendance	Student File	High
40	IDEIA	Discipline Requirements	Student Assessment Information	Behavior	Expulsion and Suspension	Ability to have the system generate a “red flag” if a student on an IEP has met or exceeded 10 days of suspension in a school year	Track Student behavior actions and attendance	Student File	Medium
41	A D	Discipline Requirements		Behavior	Reporting	Ability to identify student misbehavior by type- Major Referrals (Inappropriate language, vocal aggression, non-compliance, lying/cheating, harassment/bullying/Disruption, Tardy, Skip class/truancy, property damage, forgery/theft, code violation, possession of alcohol, possession of drugs, possession of combustible items, vandalism, arson, possession of weapons, other		High	



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
						behavior			
42	A	Facilities	Supplemental Functions	Facilities	Facilities	Ability to manage school facilities	Managed Facilities		
43		Food Service Requirements	Food Services	Food Services	Setup	The means to setup rates, food items, and preferences for school breakfasts, lunches, dinners, and snacks	ID Free/Reduced/Paid	Cafeteria Records	Medium
44		Food Service Requirements	Food Services	Food Services	Cafeteria Policies	The means to establish inventory alerts and/or student spending restrictions	ID Free/Reduced/Paid	Cafeteria Records	Medium
45		Food Service Requirements	Food Services	Food Services	Guests	The ability to track individuals who are not part of the school system but routinely purchase breakfast, lunch, dinner, and snacks at the school	ID Free/Reduced/Paid	Cafeteria Records	Medium
46		Food Service Requirements	Food Services	Food Services	Accounts/Payments	The ability to track and update payments made on food service accounts	ID Free/Reduced/Paid	Cafeteria Records	Medium
47		Food Service Requirements	Food Services	Food Services	Free, Reduced, and Paid Lunch	The ability to maintain student eligibility for free, reduced, and paid Breakfast/Lunch/Dinner/Snack	ID Free/Reduced/Paid	Cafeteria Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
48		Food Service Requirements	Food Services	Food Services	Verification	The means to annually validate school breakfast, lunch, dinner, and snack eligibility IAW federal policy	ID Free/Reduced/Paid	Cafeteria Records	High
49		Food Service Requirements	Food Services	Food Services	Eligibility Rosters	The ability to print Eligibility Rosters	ID Free/Reduced/Paid	Cafeteria Records	High
50		Food Service Requirements	Food Services	Food Services	Eligibility Letters & Labels	The ability to print Eligibility Letters	ID Free/Reduced/Paid	Cafeteria Records	High
51	A	Food Service Requirements	Relevant Reports	Food Service Reports	Daily Detail Reports	Ability to list students and summary of breakfast, lunch, dinner and snack counts for free, reduced and paid status.	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
52	A	Food Service Requirements	Relevant Reports	Food Service Reports	Daily Summary Reports	Ability to list summarized count of students and summary of breakfast, lunch, dinner and snack counts for free, reduced and paid status by day.	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
53	A	Food Service Requirements	Relevant Reports	Food Service Reports	Monthly Summary Reports	Ability to list summarized count of students and summary of breakfast, lunch, dinner and snack counts for free, reduced and paid status by month.	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
54	A	Food Service Requirements	Relevant Reports	Food Service Reports	Meal Rates Reports		Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
55	A	Food Service Requirements	Relevant Reports	Food Service Reports	Account Status Reports		Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
56	A	Food Service Requirements	Relevant Reports	Food Service Reports	Account Balance Reports		Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
57	A	Food Service Requirements	Relevant Reports	Food Service Reports	Letters & Labels	Ability to generate letters and mailing letters to student contacts.	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
58	A	Food Service Requirements	Relevant Reports	Food Service Reports	Food Service Rosters	Ability to provide list of per homeroom teacher showing free, paid, reduce breakfast, lunch and dinner.	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
59	A	Food Service Requirements	Relevant Reports	Food Service Reports	Free, Reduce Lunch, and Paid Count	To include reports by meal, i.e., breakfast, lunch, dinner, and snack	Track Lunch Status	Reduced/Free/Paid Breakfast/Lunch/Dinner/Snack	High
60		Food Service Requirements	Student Demographics/Information	Food Services	Free, Reduced, and Paid Lunch	Provides for free and reduced breakfast, lunch, dinner, and snack codes as well as entering "paid" or leaving the field blank, and a "notes" field	ID Free/Reduced/Paid	Cafeteria Records	High
61	A	Gradebook Requirements	Relevant Reports	Grade Reports	Teacher Gradebooks	Ability to create teacher gradebook by course and section.	Track Achievement	Teacher Records	High
62		Gradebook Requirements		Gradebook	Teacher Gradebook	Provides the ability to track individual student progress by assignment by class or by section			
63		Gradebook Requirements		Gradebook	Teacher Gradebook	Has capability to create assignment groups with variable weights			
64		Gradebook Requirements		Gradebook	Teacher Gradebook	Can exclude individual assignments from calculations			
65		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to post grades from the gradebook to the grading module for report cards			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
66		Gradebook Requirements		Gradebook	Teacher Gradebook	Gradebook rosters should reflect scheduling changes in a real-time fashion			
67		Gradebook Requirements		Gradebook	Teacher Gradebook	Gradebook should have the ability to accept input of either alpha or numeric grades			
68		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to create calculations on any subgroup of assignments based on various criteria such as date range and group			
69		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to publish assignment data to the parent web portal			
70		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to assign any value to an assignment			
71		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to attach notes or comments to an assignment			
72		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to add assignments to multiple sections at once			
73		Gradebook Requirements		Gradebook	Teacher Gradebook	Ability to print progress reports with ID numbers instead of names			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
74	A	Grading Requirements	Relevant Reports	Academic History Reports	Transcript Report	The ability to provide transcripts for students.	Access Academic History (Individual or Sch)	Teacher Record Books, Student Curr Folder	High
75	A	Grading Requirements	Relevant Reports	Academic History Reports	GPA/Rank Report	The ability to provide current/cumulative GPA and Class Rank list.	Access Academic History (Individual or Sch)	Teacher Record Books	High
76	A	Grading Requirements	Relevant Reports	Academic History Reports	Requirements Status Report	The ability to provide list of students who have not met the course/credit requirements for graduation.	Access Academic History (Individual or Sch)	Teacher Record Books	High
77	A	Grading Requirements	Relevant Reports	Grade Reports	Marks Listing by Class Report	The ability to provide a tally of each mark given by a class.	Track Achievement	Teacher Records	High
78	A	Grading Requirements	Relevant Reports	Grade Reports	Marks Listing by Student Report	The ability to provide list of students by mark. i.e. all students who received mark lower than C.	Track Achievement	Teacher Records	High
79	A	Grading Requirements	Relevant Reports	Grade Reports	Current Term GPA/Honor Roll Report	The ability to calculate current term GPA and to determine Honor Roll and provide list.	Track Achievement	Teacher Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
80	A	Grading Requirements	Relevant Reports	Grade Reports	Progress Report	The ability to provide progress report by student for all classes.	Track Achievement	Teacher Records	High
81	A	Grading Requirements	Relevant Reports	Grade Reports	Multi Term Report Card	The ability to provide Report Cards displaying multiple terms.	Track Achievement	Teacher Records	High
82	A	Grading Requirements	Relevant Reports	Grade Reports	Report Card Comment Listing	The ability to provide list of defined comments used for Report Cards.	Track Achievement	Teacher Records	High
83	A	Grading Requirements	Relevant Reports	Grade Reports	Credit Distribution Report	Number of credits toward graduation	Track Achievement	Teacher Records	High
84	A	Grading Requirements	Relevant Reports	Grade Reports	Single Term Report Card	The ability to provide Report Cards displaying a single term.	Track Achievement	Teacher Records	High
85	A	Grading Requirements	Relevant Reports	Grade Reports	Grade Count or by teacher	The ability to provide tally of marks by grade or by teacher	Track Achievement	Teacher Records	High
86	A	Grading Requirements	Relevant Reports	Grade Reports	Class Ranking	The ability to provide list of students by class rank with the option of by student or by rank.	Track Achievement	Teacher Records	High
87	A	Grading Requirements	Relevant	Grade Reports	Standards		Track Achievement	Teacher Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
			Reports						
88		Grading Requirements	Reporting Requirements			Reports diploma list			
89	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Timeline	Ability to setup when and how often a grade report is done			
90	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Definitions	The ability to define grades			
91	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Track Marks	Assign Mark Definitions to tracks			
92	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Mark Values	Ability to track the marks that are to be collected and assign weighted values			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
93	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Comments	Ability to setup predefined comments from the teacher to be included on the students report card			
94	A	Grading Requirements	Student Assessment Information	Marks Reporting Setup	Report Card Definitions	Setup multiple report card definitions (ex Academic, Citizenship, and Attendance, Standards of Learning, Skills) in a drop down menu			
95		Grading Requirements	Tracking			Provides the ability to create a graduation plan			
96	A	Grading Requirements		Academic History	Student History	The ability to provide an editable list of student's transcripts	Track Achievement	Gradebook/School wide Test	High
97	A	Grading Requirements		Academic History	Calculate GPA	the ability to calculate GPA and Class Rank	Track Achievement	Gradebook/School wide Test	High
98	A	Grading Requirements		Academic History	Requirements	The ability to track and verify graduation requirements	Track Achievement	Gradebook/School wide Test	High
99	A	Grading Requirements		Academic History	Narrative Editor	The ability for teachers or students to create comments for students	Track Achievement	Gradebook/School wide Test	High
100	A	Grading Requirements		Grading	Student Marks	The ability to edit marks by individual students and their schedules	Post Grades	Gradebook	High
101	A	Grading Requirements		Grading	Class Marks	The ability to edit marks by faculty member and their courses	Post Grades	Gradebook	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
102	A	Grading Requirements		Grading	Mark Processing	The ability to post the grades and print report cards	Post Grades	Gradebook	High
103	A	Grading Requirements		Grading	Calculate Final Marks	Calculate final grades	Post Grades	Gradebook	High
104	A	Grading Requirements		Grading	Calculate Attendance	Calculate attendance for report cards	Post Grades	Gradebook	High
105	A	Grading Requirements		Grading	Post to History	The ability to make grades a part of student history	Post Grades	Gradebook	High
106	A	Grading Requirements		Grading	Post to History	The secure ability to make changes to grades as a part of student history, when a grade changes	Correct Grades	Gradebook	High
107	A	Health Requirements	Relevant Reports	Health Reports	Immunization Requirements Report	Ability to list students not meeting all immunization requirements	Provide for Student Needs	Medical Records	High
108	A	Health Requirements	Relevant Reports	Health Reports	Medical History Report	Ability to list students with Medical History	Provide for Student Needs	Medical Records	High
109	A	Health Requirements	Relevant Reports	Health Reports	State Immunization Compliance	Ability to list Student State Immunization Compliance Report	Provide for Student Needs	Medical Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
110	A	Health Requirements	Relevant Reports	Health Reports	Health Roster Writer	Ability to create a report based on Health conditions, visits, with option of grade, date/range, or any other student criteria	Provide for Student Needs	Medical Records	High
111	A	Health Requirements	Student Assessment Information	Health	Health Information	The ability to track student health providers	Know Health Status		High
112	A	Health Requirements	Student Assessment Information	Health	Medical History	The ability to store, edit, add health records	Know Health Status		High
113	A	Health Requirements	Student Assessment Information	Health	Immunizations	The ability to track student Immunizations records	Know Health Status		High
114	A	Health Requirements	Student Assessment Information	Health	Immunizations Rules	the ability to setup a timetable for immunization	Know Health Status		High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
115	A	Health Requirements	Student Assessment Information	Health	Office Visits	The ability to track visits to the Nurses office 24/7, including weekends. The method would include a date field automatically populated with the current date; time in, time out; referred by; health code/description populated by typing a number or choosing from a dropdown list, and the staff name in a dropdown list.	Know Health Status		High
116	A	Health Requirements	Student Assessment Information	Health	Screen Result Edit	The ability to assign a result code to a screening test	Know Health Status		High
117	A	Health Requirements	Student Assessment Information	Health	Screenings	The ability to track screenings	Know Health Status		High
118	A	Health Requirements	Student Assessment Information	Health	Providers	The ability to track health providers	Know Health Status		High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
119	A	Health Requirements	Student Assessment Information	Health	Immune. Entry	The ability to rapidly enter immunization by clerical staff	Know Health Status		High
120		Health Requirements	Student Medical Information			Provides identification of medical doctor and clinic			
121		Health Requirements	Student Medical Information			Tracks required immunization data for each student			
122		Health Requirements	Student Medical Information			Tracks DPT, Polio, MMR, hepatitis, vermicelli, Hib date due and date received			
123		Health Requirements	Student Medical Information			Tracks health officials contact reason and action codes			
124		Health Requirements	Student Medical Information			Tracks school accidents by type and code			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
125		Health Requirements	Student Medical Information			Tracks multiple screening dates for vision and hearing			
126		Health Requirements	Student Medical Information			Tracks student medical risks and health history			
127		Health Requirements	Student Medical Information			Tracks student dispensation of medications or special medical treatment procedures			
128		Health Requirements	Student Medical Information			Tracks school insurance premiums for students			
129		Health Requirements	Student Medical Information			Tracks blood type of students			
130		Health Requirements	Student Medical Information			Tracks physician names, contact information			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
131		Health Requirements	Student Medical Information			Tracks dental screenings			
132		Health Requirements	Student Medical Information			Provides health notes section for professional comments			
133		Health Requirements	Student Medical Information			Tracks general health profile, e.g., height, vision, weight			
134		Health Requirements	Student Medical Information			Tracks President's Physical Fitness Profile			
135		Health Requirements	Student Medical Information			On-line access to health information by approved personnel			
136		Health Requirements	Student Medical Information			Tracks multiple PPD entries and chest x-rays			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
137		Health Requirements	Student Medical Information			Identifies students with medical alerts /allergies			
138		Health Requirements	Student Medical Information			Tracks EMS (911) calls for illness and injury			
139		Health Requirements	Student Medical Information			Tracks student visits to clinic by type and code			
140		Health Requirements	Student Medical Information			Tracks students with special dietary needs			
141		Health Requirements	Tracking			Tracks required immunization data for each student			
142		Health Requirements	Tracking			Tracks DPT, Polio, MMR, hepatitis, vermicelli, Hib date due and date received			
143		Health Requirements	Tracking			Tracks student immunization exemption by reason code, including expiration if temporary exemption			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
144		Health Requirements	Tracking			Tracks health officials contact reason and action codes			
145		Health Requirements	Tracking			Tracks school accidents by type and code			
146		Health Requirements	Tracking			Tracks multiple screening dates for vision and hearing			
147		Health Requirements	Tracking			Tracks student medical risks and health history			
148		Health Requirements	Tracking			Tracks student dispensation of medications or special medical treatment procedures			
149		Health Requirements	Tracking			Tracks school insurance premiums for students			
150		Health Requirements	Tracking			Tracks blood type of students			
151		Health Requirements	Tracking			Tracks physician names, contact information			
152		Health Requirements	Tracking			Tracks dental screenings			
153		Health Requirements	Tracking			Tracks general health profile, e.g., height, vision, weight			
154		Health Requirements	Tracking			Tracks President's Physical Fitness Profile			
155	A	Limited English Proficiency	Limited English Proficiency	English Proficiency	Primary Language	Ability to input primary/secondary language	English Language Learners		High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
156	A	Limited English Proficiency	Limited English Proficiency	English Proficiency	English Proficiency	Ability to record assessment results for level of English skills	English Language Learners		High
157	A	Limited English Proficiency	Limited English Proficiency	English Proficiency	English Proficiency	Ability to track Limited English Proficiency (LEP) status	English Language Learners		High
158	A	Limited English Proficiency	Limited English Proficiency	English Proficiency	English Proficiency	Ability to track students receiving services for English Language Learner (ELL) or learning tribal language	English Language Learners		High
159	B	Limited English Proficiency	Special Programs – Other than Special Education	English Proficiency	Primary Language	Identifies prior ELL/LEP status in previous years/schools	English Language Learners		High
160		Parent/Guardian Requirements	Supplemental Functions	Remote Access	Parent Remote Access	Parent access to selected data in the system via the Web	Parent Involvement	Internet	High
161		Parent/Guardian Requirements	Supplemental Functions	Remote Access	Teacher Remote Access	Teacher access to selected data in the system via the Web	Staff Effectiveness	Internet	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
			ns						
162		Scheduling Requirements	Archiving			Maintains historical file on student entry/withdrawal dates from courses/sections			
163	A	Scheduling Requirements	Curricula	Scheduling	Career Plans	The ability to match career plans to automated course selection, assigning courses to career plans	Schedule Students	Student/School	High
164	A	Scheduling Requirements	Curricula	Scheduling	Course Requests	The ability to allow students to request courses	Schedule Students	Student/School	High
165	A	Scheduling Requirements	Curricula	Scheduling	Master Schedule	The ability to provide a grid type display and interface of faculty, period, and cycle day information for actual meeting days and times of course	Schedule Students	Student/School	High
166	A	Scheduling Requirements	Curricula	Scheduling	Student Schedule	The ability to modify a students schedule based on course Request or Courses Available	Schedule Students	Student/School	High
167	A	Scheduling Requirements	Curricula	Scheduling	Assign Students	The ability to assign students to a teacher	Schedule Students	Student/School	High
168	A	Scheduling Requirements	Curricula	Scheduling	Section Linking	The ability to associate Master Schedule course sections with one another	Schedule Students	Student/School	High
169	A	Scheduling Requirements	Curricula	Scheduling	Student Schedule Editor	The ability to edit student schedule information	Schedule Students	Student/School	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
170	A	Scheduling Requirements	Curricula	Scheduling	Team Editor	The ability to group students into course selections	Schedule Students	Student/School	High
171	A	Scheduling Requirements	Curricula	Scheduling	Team Definitions	Definition of group course selections: definition of student groupings by academic abilities	Schedule Students	Student/School	High
172	A	Scheduling Requirements	Curricula	Scheduling	Student Schedule Loader	The means to transfer student schedules in to student classes	Schedule Students	Student/School	High
173	A	Scheduling Requirements	Curricula	Scheduling	Mass Requests	The means to make changes to a number of course requests at one time	Schedule Students	Student/School	High
174	A	Scheduling Requirements	Curricula	Scheduling	Mass Schedules	The ability to change or drop schedules for a group or set of students	Schedule Students	Student/School	High
175	A	Scheduling Requirements	Curricula	Scheduling	Next School Term Registration	The system must have the ability to register a student for next school term during a current school term	Schedule Students	Student/School	High
176	A	Scheduling Requirements	Curricula	Scheduling	School-to-Work	The means to track students that are working for class credits and the ability to track comments about the school to work experience	Schedule Students	Student/School	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
177	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Course Directory Report	The ability to print list of all course information; course ID, course title, course short title, mandatory and inactive indicators, course duration, department, college prep indicatory, credit, max credit, academic type, school type, gender requirement, grade range low and high, up to three subject areas, up to three college areas, up to three university areas, and have the ability to display multiple alternate codes with a given course.	Schedule Students	Student Request Requirements	High
178	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Master Schedule Report	The ability to print all scheduled course that includes course id, course title, section id, teacher, room, beginning and ending periods, term code, credit value, maximum students, and total students.	Schedule Students	Student Request Requirements	High
179		Scheduling Requirements	Relevant Reports	Scheduling Reports	Master Schedule Report	Ability to print a teacher schedule matrix	Schedule Teachers	Student Request Requirements	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
180		Scheduling Requirements	Relevant Reports	Scheduling Reports	Master Schedule Report	Ability to print a facility schedule matrix	Schedule Facilities (Rooms)	Student Request Requirements	High
181	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Course Request List & Tally Report	Ability to produce a report to determine scheduling needs	Schedule Students	Student Request Requirements	High
182	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Student Course Request List Report	Ability to print a report by student or by course or by class	Schedule Students	Student Request Requirements	High
183	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Student Schedule Report	Ability to print a report by student schedule report with options of Perm ID, last name, first name and grade range.	Schedule Students	Student Request Requirements	High
184	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Class Rosters Report	Ability to print a report by class that includes selection options of section id range and grade range fields. It shall also include indicators for hide totals and if the report shall include the perm id, gender, grade, ethnic code, birth date, enter date and home language.	Schedule Students	Student Request Requirements	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
185	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Class Adds & Drops Listing Report	Ability to print a report of Enrollment history for all students who have been added/dropped from a section. The history shall include the student name, perm id, gender, and grade, enter date and leave date.	Schedule Students	Student Request Requirements	High
186	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Conflict Matrix Report	Ability to print a report displaying scheduled course conflicts.	Schedule Students	Student Request Requirements	High
187	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Unscheduled Course Request Report	Ability to print a report displaying students with unscheduled course requests.	Schedule Students	Student Request Requirements	High
188	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Student Locator Report	Key demographic data as well as schedule and home room assignment to determine current student location	Schedule Students	Student Request Requirements	High
189	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Class Size Report	The ability to provide list of class's total count and display count of male and female.	Schedule Students	Student Request Requirements	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
190	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Student Schedule Analysis Report	The ability to calculate and display the count of students, meeting periods, terms, days of the week to analysis scheduling needs.	Schedule Students	Student Request Requirements	High
191	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Student Schedule Listing Report	The ability to provide list of student schedules with option of grade, period or term.	Schedule Students	Student Request Requirements	High
192	A	Scheduling Requirements	Relevant Reports	Scheduling Reports	Unscheduled Period Report	The ability to provide list of meeting period unscheduled.	Schedule Students	Student Request Requirements	High
193		Scheduling Requirements	Reporting Requirements			Prints teacher class list with class counts			
194		Scheduling Requirements	Reporting Requirements			Prints class list with locker number			
195		Scheduling Requirements	Reporting Requirements			Ability to expand data items in available report formats to include counselors and class counts			
196		Scheduling Requirements	Reporting Requirements			Lists colleges applied to and results of application			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
197		Scheduling Requirements	Reporting Requirements			Prints student list by means of program completion			
198		Scheduling Requirements	Reporting Requirements			Prints name of teacher on teacher's class lists			
199		School Needs				Local modifiable value fields			
200	A	School to Work Requirements	Relevant Reports	School to Work Reports	Monthly Activity-Counselor Meetings Report		Transition Planning	Teacher Records	High
201	A	School to Work Requirements	Relevant Reports	School to Work Reports	Monthly Activity-Evaluations Report		Transition Planning	Teacher Records	High
202	A	School to Work Requirements	Relevant Reports	School to Work Reports	Monthly Activity-Letters Sent Home		Transition Planning	Teacher Records	High
203	A	School to Work Requirements	Relevant Reports	School to Work Reports	Monthly Activity-Thank You Letters		Transition Planning	Teacher Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
204	A	School to Work Requirements	Relevant Reports	School to Work Reports	School-to-Work Summaries	Monthly, Yearly, and All	Transition Planning	Teacher Records	High
205	A	School to Work Requirements	Relevant Reports	School to Work Reports	Course Roster by Course		Transition Planning	Teacher Records	High
206	A	School to Work Requirements	Relevant Reports	School to Work Reports	Course Roster By Profile		Transition Planning	Teacher Records	High
207	A	School to Work Requirements	Relevant Reports	School to Work Reports	Occupation Roster		Transition Planning	Teacher Records	High
208	A	School to Work Requirements	Relevant Reports	School to Work Reports	Occupations and Workplaces		Transition Planning	Teacher Records	High
209	A	School to Work Requirements	Relevant Reports	School to Work Reports	Student Pathways		Transition Planning	Teacher Records	High
210	A	School to Work Requirements	Relevant Reports	School to Work Reports	Student Work Profiles		Transition Planning	Teacher Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
211	A	School to Work Requirements	Relevant Reports	School to Work Reports	Student Work Tracking (By Student)		Transition Planning	Teacher Records	High
212	A	School to Work Requirements	Relevant Reports	School to Work Reports	Workplace Rosters	By Type and/or Date	Transition Planning	Teacher Records	High
213	A	School to Work Requirements	Relevant Reports	School to Work Reports	Workplace Visits Reports	By Student, Workplace, and Career Focus	Transition Planning	Teacher Records	High
214	A	School to Work Requirements	Relevant Reports	School to Work Reports	Workplaces and Occupations Listings		Transition Planning	Teacher Records	High
215		Security	Program Access			Provides multiple inquiry features by all unique fields to authorized users – read only			
216		Security	Program Access			Ability to query by any student profile data element by authorized users – read only			
217		Security	Program Access			Provides on-line access to demographic information to authorized users – read only			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
218		Security	Program Access			Restricts/grants access of information as appropriate			3
219		Security	Program Security			Provides security system for confidential information			
220		Security	Security	Security	Group Permissions	Granting access to school data to an individual based on membership in a group, e.g., PE teachers, coaching staff, etc.			High
221		Security	Security	Security	Permissions	Means to grant access based on roles and responsibilities to school data to school administrators, faculty, parents, or students by Field, Button, Tab, or Screen(s) at a local level by a sysadmin			High
222		Security	Security	Security	User Identification	Support positive user identification through user login with ID and password at a local level by a sysadmin			High
223		Security	Security	Security	Assigning Access Rights	Support assigning access rights to the module, screen and data field level			High
224		Security	Security	Security	Security Auditing/logging	Support security auditing/logging of user's actions in the system			High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
225		Security	Supplemental Functions	Remote Access	School Administration Remote Access	School Administration access to selected data in the system via the Web	Accountability School Management	Internet	High
226	B	Special Needs Requirements	Relevant Reports	Federal Reports	All Federal Reports including IDEA 04 618 data	The ability to generate Federal reports as necessary (e.g., Civil Rights Report, Impact Aid Report, and Census Reports)	The ability to generate Federal reports as necessary	IEP Documents	High
227	B	Special Needs Requirements	Relevant Reports	Special Education Reports	Special Education Report	The ability to generate reports for Special Education with options available from student demographics	Provide for Student Needs	IEP Documents	High
228	A	Special Needs Requirements	Relevant Reports	Special Education Reports	Special Education Summary Report	The ability to list summary of special education needs by grade, disability, service, resource, school.	Provide for Student Needs	IEP Documents	High
229	A	Special Needs Requirements	Relevant Reports	Special Education Reports	Special Education Programs/Testing Report	Ability to list special education assessment data, both school-wide assessments and individual special education assessments	Provide for Student Needs	IEP Documents	High
230	B	Special Needs Requirements	Reporting Requirements	Special Education (SPED)	Special Education (SPED)	Prints list by disabilities and environmental codes of students by school, by class, by age, and by grade	Special Education (SPED)	IEP Documents	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
231	B	Special Needs Requirements	Security	Security	Security Administration	The ability to grant or restrict access to any tab or field in regards to Special Education (SPED).	Special Education (SPED)		High
232	B	Special Needs Requirements	Special Education	Special Education (SPED)	Transition	Ability to record 1 year post school activity	Special Education (SPED)		High
233	B	Special Needs Requirements	Special Education	Special Education (SPED)	Transition	Ability to track graduation plan and timelines	Special Education (SPED)		High
234	B	Special Needs Requirements	Special Education	Special Education (SPED)	Related Services	Ability to track attendance and receipt of related services identified on an IEP	Special Education (SPED)		High
235	B	Special Needs Requirements	Special Education	Special Education (SPED)	Service Documentation	Ability to document schedule, location, and receipt of services as identified on an IEP	Special Education (SPED)		High
236	B	Special Needs Requirements	Special Education	Special Education (SPED)	Referral Data	Ability to securely retain special education referral data (dates, reasons for referral, etc.)	Special Education (SPED)		High
237	B	Special Needs Requirements	Special Education	Special Education (SPED)	Referral Data	Ability to input special education assessment data, both school-wide assessments and individual special education assessments	Special Education (SPED)		High
238	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Special Programs	The means to define attributes of special programs	Meet Student Needs	IEP Documents	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
239	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Program History	The ability to track the related details and placement history of a student	Meet Student Needs	IEP Documents	High
240	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Program Recommendation	The means for tracking programs that teachers, parents, social workers, etc., may recommend students or what is required by the IEP	Meet Student Needs	IEP Documents	High
241	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Special Education Enrollment	The ability to enroll students in Special Education Programs	Meet Student Needs	IEP Documents	High
242	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Service Definition	The ability to define non-curricular services that are used in conjunction with special education programs such as Student Services	Meet Student Needs	IEP Documents	High
243	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Incident Report	Ability to track number and type of incidents for special needs children as are reported for non-disabled peers	Meet Student Needs	IEP Documents	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
244	B	Special Needs Requirements	Special Education (SPED)	Special Education (SPED)	Student Services Manager	The ability to track related services provided to a student such as tutoring, counseling, or therapy	Meet Student Needs	IEP Documents	High
245	B	Special Needs Requirements	Special Education Data	Special Education (SPED)	Special Education (SPED)	Tracks students by each disability code	Special Education (SPED)	IEP Documents	High
246	B	Special Needs Requirements	Special Education Data	Special Education (SPED)	Special Education (SPED)	Accommodates all I-SEP and state disability codes	Special Education (SPED)	IEP Documents	High
247	B	Special Needs Requirements	Special Education Data	Special Education (SPED)	Special Education (SPED)	Provides user definable fields	Special Education (SPED)	IEP Documents	High
248	B	Special Needs Requirements	Special Education Data	Special Education (SPED)	Special Education (SPED)	Identifies students by environment by which served disabilities	Special Education (SPED)	IEP Documents	High
249	B	Special Needs Requirements	Special Education Data	Special Education (SPED)	Special Education (SPED)	Identifies the requirement for a student to be enrolled [by related service(s)] in adaptive physical education, OT, PT, or psychological service or any other IEP identified related service	Special Education (SPED)	IEP Documents	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
250	B	Special Needs Requirements	Special Programs – Other than Special Education	Special Education (SPED)	Special Education (SPED)	Provides table-driven special program designations assigned by school	Special Education (SPED)	IEP Documents	High
251	B	Special Needs Requirements	Special Programs – Other than Special Education	Special Education (SPED)	Special Education (SPED)	Provides table-driven special program designations assigned by district or state	Special Education (SPED)	IEP Documents	High
252	B	Special Needs Requirements	Special Programs – Other than Special Education	Special Education (SPED)	Special Education (SPED)	Provides for eligibility codes for multiple services (GT, ESL, Special Ed)	Special Education (SPED)	IEP Documents	High
253	B	Special Needs Requirements	Supplemental Functions	SPED Individual Education Plan (IEP)	SPED Individual Education Plan (IEP)	Automated means to record, monitor, and update individual education plans for special needs children	SPED Compliance	IEP Documents	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
254	A	Staff Requirements	Staffing	Faculty Info	Faculty	Ability to track teachers, administrators, clerical staff, food service workers, counselors, and other personnel in the school and dormitories	Schedule Staff	Master Schedule	High
255	A	Staff Requirements	Staffing	Faculty Info	Teacher Classroom Assignment	Enter Classrooms and Teacher Assignments	Schedule Staff	Master Schedule	High
256	A	Staff Requirements	Staffing	Faculty Info	Teacher Qualifications	Enter Teacher Certifications and Dates (multiple)	Know Staff	Certification Documents	High
257	A	Staff Requirements				Teacher certification and date			
258	A	Staff Requirements				Assistant's education level			
259	A	Staff Requirements/ Scheduling Requirements	Staffing	Faculty Info	Teacher Qualifications and Course Comparison	Ability to report number of core classes taught by highly qualified teachers by comparing certifications from staff demographics to master schedule	Meet the requirements of Title II of NCLB	Transcripts and Certification	



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
260	A	State Requirements	Relevant Reports	State Reports	State Reporting Reports	The ability to generate state unique reports for each state that has a BIA school (SD, MD, OK, MT, WY, MN, WI, IA, AZ, CA, NV, NM, UT, ID, OR, WA, FL, ME, MS, NC, LA, KS, ND)	The ability to generate state unique reports for each state that has a BIA school, as necessary	IEP Documents	High
261		State Requirements	Reporting Requirements			Provides reports required by the 23 different states (SD, MD, OK, MT, WY, MN, WI, IA, AZ, CA, NV, NM, UT, ID, OR, WA, FL, ME, MS, NC, LA, KS, ND)			
262		Student Functional Requirements	All Reports	All Reports	Multiple Filtering	The ability to create reports based on multiple filtering options			
263		Student Functional Requirements	Archiving			Maintains on-line historical file for students			
264		Student Functional Requirements	Archiving			Maintains a student historical file for students until they turn age 27, then sends it to archive			
265		Student Functional Requirements	Archiving			Maintains same ID number when inactive students are reenrolled			
266		Student Functional Requirements	Archiving			Maintains historical file on student entry/withdrawal dates from schools			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
267		Student Functional Requirements	Archiving			Maintains historical file of student photo for all school years in BFS			3
268		Student Functional Requirements	Automation			Provides for automatic transfer of a student's data from one school to the next for BFS transfers			
269		Student Functional Requirements	Automation			Assigns a graduation year for ninth grade students			
270		Student Functional Requirements	Automation			Flags inactive students who register at a new school. Alerts school when previously inactive student registers			
271		Student Functional Requirements	Automation			Validates, at time of registration, that the student's address is valid for the school's attendance boundaries and to provide all of the student's transportation information (e.g. bus number, stop, pick-up, drop-off, etc.)			
272	A	Student Functional Requirements	Community Demographics	Community Demographics	Addresses/ School Map	Track Geo Codes	Contact Families	Enrollment Application Forms	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
273	A	Student Functional Requirements	Community Demographics	Community Demographics	Address Edit	Keep track of student addresses for a school district	Contact Families	Enrollment Application Forms	High
274		Student Functional Requirements	Data Entry			Provides pre-registration of students prior to school year			
275		Student Functional Requirements	Data Entry			Allows for Central Registration of students			
276		Student Functional Requirements	Data Tracking	Customization	Modifiable Data Fields	The ability to create and modify new data fields as defined by schools or OIEP			
277		Student Functional Requirements	Parent and student demographics	Reports	Custom letters and labels	Ability to create custom letters and/or labels that incorporate existing data fields			
278		Student Functional Requirements	Parent Demographics			Allows parents to indicate how to address them and/or their mail (i.e., titles – Dr., Gen., etc.)			
279		Student Functional Requirements	Parent Demographics			Provides for mailing documents (i.e., report cards, interims, PTA notices, etc.) to all or selected adults associated with the student.			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
280		Student Functional Requirements	Parent Requests			Maintains detailed information of programs/activities that, by parent request, a student is to be excluded from, e.g., Family Life Education, guidance, video taping, photographing, birthday or holiday celebrations, etc.			
281		Student Functional Requirements	Parent Requests			Identifies students whose directory information may not be released and excludes these students from mass mailing			
282		Student Functional Requirements	Program Access			Provides for students to be enrolled in multiple locations			
283		Student Functional Requirements	Program Access			Allows unlimited student enrollment for each school			
284		Student Functional Requirements	Program Access			Provides system-wide records of a withdrawn student			
285		Student Functional Requirements	Program Access			Provides reentry of a previously enrolled student without reentry of basic data with the same student data			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
286	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Mailing Labels	The ability to provide mailing labels with options of Grade, Gender, Section ID, Student Group, and show Student Name, Show Parent Names, include Re: Contact Allowed, Educational Rights, Has Custody, Lives With, and Mailings Allowed indicators.	Funding Instructional Planning	Registrar Records	High
287	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Data Labels	The ability to provide Student Data Labels that include options to display from student demographic information.	Funding Instructional Planning	Registrar Records	High
288	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	household Mailing Labels	The ability to provide mailing labels per family household.	Funding Instructional Planning	Registrar Records	High
289	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Directory	The ability to provide Student and Parent Directory with options based on Grade Range, Gender, Section ID, Parent Relations the Student Lives with, whether the Parent/Guardian has Custody, whether the Parent/Guardian is Allowed Contact, whether mailing of student information to the Parent/Guardian is allowed.	Funding Instructional Planning	Registrar Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
290	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Birthday List	The ability to provide a student birth list with options of Birth Month, Grade Range, Gender, Age and Class.	Funding Instructional Planning	Registrar Records	High
291	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Status Changes	The ability to list student enrollment history with in the Central Database regardless of schools or organizations attended within the BIA. The enrollment history shall include Enter Date and Code, Leave Date and Code, Effective Date and Grade.	Funding Instructional Planning	Registrar Records	High
292	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Advisor List	The ability to list student by advisor assignment	Funding Instructional Planning	Registrar Records	High
293	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Contact Report	The ability to provide list of students that include Contact name, Contact Phone Number, Contact Address and Relationship type,	Funding Instructional Planning	Registrar Records	High
294	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Locker Assignment Report	The ability to provide list of students displaying student locker assignment and locker combination if used.	Funding Instructional Planning	Registrar Records	High
295	A	Student Functional Requirements	Relevant Report	Enrollment Reports	Enrollment Reports	By Grade, Section, Date, etc.	Funding Instructional Planning	Registrar Records	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
			s						
296	A	Student Functional Requirements	Relevant Reports	Enrollment Reports	Student Roster Writer	Ability to print list of students by class.	Funding Instructional Planning	Registrar Records	High
297	A	Student Functional Requirements	Relevant Reports	Other Reports	Access Statistics	By School Staff, Teachers, Parents, or Students			
298	A	Student Functional Requirements	Relevant Reports	Other Reports	Ad Hoc Reporting	The ability to develop additional reports on an as needed basis			
299	A	Student Functional Requirements	Relevant Reports	Student Body Reports	SBA System Rosters		Develop School Profile	Varied	High
300	A	Student Functional Requirements	Relevant Reports	Student Body Reports	SBA Payment Summaries		Develop School Profile	Varied	High
301	A	Student Functional Requirements	Relevant Reports	Student Body Reports	SBA Transaction Summaries		Develop School Profile	Varied	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
302	A	Student Functional Requirements	Relevant Reports	Student Body Reports	SBA Student Account Reports		Develop School Profile	Varied	High
303		Student Functional Requirements	Reporting Requirements			Provides display of demographic information to authorized users – read only			
304		Student Functional Requirements	Reporting Requirements			Provides grouping of students into families, within the same or other Bureau Funded Schools (BFS)			
305		Student Functional Requirements	Reporting Requirements			Provides identification of oldest/youngest/only child in family in the school			3
306		Student Functional Requirements	Reporting Requirements			Provides identification of the number of students in a family both within the school as well as within other Bureau Funded Schools			3
307		Student Functional Requirements	Reporting Requirements			Provides for multiple inquiry features to enroll inactive students			
308		Student Functional Requirements	Reporting Requirements			Identifies all receiving schools by student address			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
309		Student Functional Requirements	Reporting Requirements			Provides listing of post graduate activities			
310		Student Functional Requirements	Reporting Requirements			Reports on withdrawn students by school site, transfer code, dropout, other			
311		Student Functional Requirements	Reporting Requirements			Reports on students taking courses in multiple locations			
312		Student Functional Requirements	Reporting Requirements			Reports on students who are over/under age for current grade			
313		Student Functional Requirements	Reporting Requirements			Prints address labels for mailings			
314		Student Functional Requirements	Student Body Accounting		School Accounts	The ability to track student activities' accounting information	Monitor Student Body Funding	Student Body Funds	Medium
315		Student Functional Requirements	Student Body Accounting		Fee Assignment	The ability to assign fees for SBA items	Monitor Student Body Funding	Student Body Funds	Medium



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
316		Student Functional Requirements	Student Demographics		Chapter - -Used for Navajo tribal members	Lists chapter affiliation (Navajo)			
317		Student Functional Requirements	Student Demographics /Information			Provides a unique student alphanumeric identification number			
318		Student Functional Requirements	Student Demographics /Information			Provides alternative student number - social security number			
319		Student Functional Requirements	Student Demographics /Information			Provides alternative student number – tribal identity number			
320		Student Functional Requirements	Student Demographics /Information			Provides alternative student number – state id number			
321		Student Functional Requirements	Student Demographics /Information			Ability to import and store student photo			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
322		Student Functional Requirements	Student Demographics/Information			Identifies student employment and salary information			
323		Student Functional Requirements	Student Demographics/Information			Provides unique address fields for house/ building no., rural route r P.O. Box or descriptive address and for all addresses, as well as field for identifier for federal land status			
324		Student Functional Requirements	Student Demographics/Information			Provides unique address fields for 9 digit zip code, city and state			
325		Student Functional Requirements	Student Demographics/Information			Provides for emergency contact(s) information for each student as needed			
326		Student Functional Requirements	Student Demographics/Information			Provides for backup emergency contact information for each student			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
327		Student Functional Requirements	Student Demographics/Information			Must accommodate at least 2 addresses (mailing, residence) per student			
328	A	Student Functional Requirements	Student Enrollment	Enrollment	Student Profiles	The ability to show consolidated information on a student	Locate Individual Students	Enrollment Application Forms	High
329	A	Student Functional Requirements	Student Enrollment	Enrollment	Student Editor	Ability to manage student demographic data	Locate Individual Students	Enrollment Application Forms	High
330	A	Student Functional Requirements	Student Enrollment	Enrollment	Counselors Assignments	Assign counselors to students	Locate Individual Students	Enrollment Application Forms	High
331	A	Student Functional Requirements	Student Enrollment	Enrollment	Extracurricular Activities	The ability to track students extra-curricular activities	Locate Individual Students	Enrollment Application Forms	High
332	A	Student Functional Requirements	Student Enrollment	Enrollment	Student Unique Alphanumeric Identifier	A procedure must be in place which assigns a new student a unique alphanumeric identifier.	Locate Individual Students	Enrollment Application Forms	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
333	A	Student Functional Requirements	Student Enrollment	Enrollment	No dually enrolled Students in academic program	The system must not allow a student to be dually enrolled in residential program (two schools).	Locate Individual Students	Enrollment Application Forms	High
334		Student Functional Requirements	Student Medical Information			Provides medical alert information – both yes/no as well as reason			
335		Student Functional Requirements	Supplemental Functions	Remote Access	Student Remote Access	Student access to selected data in the system via the Web.	Student Accountability	Internet	High
336		Student Functional Requirements	Tracking			Tracks students who leave BFS, destination and reason			
337		Student Functional Requirements	Tracking			Flags inactive students who register at a new school. Alerts previous school when previously inactive student registers.			
338		Student Functional Requirements	Tracking			Tracks educational level of parent or guardian			
339		Student Functional Requirements	Tracking			Tracks students by tribal code, age, grade, teacher			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
340		Student Functional Requirements	Tracking			Maintains retained/promoted status in cum record for each student			
341		Student Functional Requirements	Tracking			Tracks a student's grade level based on subject/grade requirements (e.g., Eng 9, 10, 11, 12) using multi configurations			
342		Student Functional Requirements	Tracking			Tracks student's siblings within school Agency and Bureau-wide			
343		Student Functional Requirements	Transportation			Allows students to cross attendance zones for specific reasons			
344		Student Functional Requirements	Transportation			Identifies school attendance zone based on home address for out-of-district students			
345		Student Functional Requirements	Transportation			Compares school choice locations with authorized consent database			
346		Student Functional Requirements	Transportation			Identifies students in membership who reside outside the school boundaries and the reasons for their membership			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
347		Student Functional Requirements	Transportation			Identifies students in membership who reside inside the school boundaries but are in membership in another BF school and their reasons for membership			
348		Student Functional Requirements				Ability to import/export any data			
349		Student Functional Requirements				Ability to search to find blank data fields			
350		Student Functional Requirements				Ability to make "mass changes"			
351		System Needs	Continuing Learning Facilitation	Continuing Learning Facilitation	Continuing Learning Facilitation	Highly desirable that there be a vendor product user group and that the vendor have periodic conferences/events that provide BIA staff an opportunity to learn from the efforts of others and to learn from the vendor staff.			
352		System Needs	Continuing Learning Facilitation	Continuing Learning Facilitation	Continuing Learning Facilitation	Highly desirable that documentation be task related so that user can use it to complete a relevant task		High	



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
353		System Needs	Custom Fields	Custom Fields	Custom Fields	The ability to create custom (user definable) fields, pages, and screens that can store data and be used in reporting	Ability to Set Up Data File		High
354		System Needs	Data Entry			Provides infinite number of records for the student database			
355		System Needs	Data Entry			Allows data audits to be written in at the data entry level			
356		System Needs	Documentation	Documentation	Documentation	Written or online user documentation shall be provided. Documentation shall be sufficient to familiarize a new user with operation of the system without other assistance or resources.			
357		System Needs	ODBC Complaint	ODBC Complaint	ODBC Complaint	ODBC Compliant	Data Export and Import	Code	High
358		System Needs	Operational	Operational	Compliance	System must be SIF, ODBC, and XML compliant	Data management		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
359		System Needs	Operational	User Interface	User Interface	The application should have a modern, easy to use, intuitive user interface. Online user help will be provided through context sensitive windows, user guides, and a help facility. Users should not have to refer to information resources external to those provided by the application in order to operate the application			
360		System Needs	Reporting Requirements			Provides table driven choices for the fields mentioned in requirements with a source reference "A-110"			
361		System Needs	Security	Security	Web Security	The proposed system will support access through the internet such as parental access to grades and attendance, please describe Web security features of the system			High
362		System Needs				Ability to translate BIA codes to state and school level codes			
363		System Needs				Development of locked value fields in consultation with project team			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
364		System Needs				Ability to create ad hoc reports in a timely manner			
365		System Needs				Ability to access data and generate reports			
366	A	Test History Requirements	Relevant Reports	Test History Reports	Test Definition Report	The ability to list test definitions.	Know Achievement	Test Companies Reports	High
367	A	Test History Requirements	Relevant Reports	Test History Reports	Student Test history Report	The ability to provide list of student test history with option to select by class, student, or test.	Know Achievement	Test Companies Reports	High
368	A	Test History Requirements	Relevant Reports	Test History Reports	Student Missing Test Report	Ability to provide list of students missing (a) test result.	Know Achievement	Test Companies Reports	High
369	A	Test History Requirements	Relevant Reports	Test History Reports	Test History Roster Writer	Ability to create a report based on test results with option of grade, date of test, results, ethnic and any other student criteria.	Know Achievement	Test Companies Reports	High
370	A	Test History Requirements	Relevant Reports	Test History Reports	SOL Reporting (State or OIEP)	Ability to list Student State Standards of Learning test results.	Know Achievement	Test Companies Reports	High



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
371	A	Test History Requirements	Student Assessment Information	Testing History Menu	Test Definition	The ability to define test (statewide assessments as well as local assessments)	Track CRT Results	Large Scale Assessments, electronic reports	High
372	A	Test History Requirements	Student Assessment Information	Testing History Menu	Test History	The ability to track test results	Track CRT Results	Large Scale Assessments	High
373	A	Test History Requirements	Student Assessment Information	Testing History Menu	Class Entry	The ability to track test scores by class and by student, schools, etc., in various sets as needed	Track CRT Results	Large Scale Assessments, electronic reports	High
374	A	Test History Requirements	Student Assessment Information	Testing History Menu	Standards of Learning (SOL) Entry	Recording and tracking SOL requirements (State or OIEP)	Track CRT Results	Large Scale Assessments	High
375	A	Test History Requirements	Student Assessment Information	Testing History Menu	Standards of Learning (SOL) Entry	Ability to import and export tests and results for SOL requirements (State or OIEP)	Track and report CRT Results	Large Scale Assessments	High
376		Test History Requirements				Tracking and reporting test history			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
377	E	Transportation Requirements	Transportation	Report	Transportation Report	Ability to run a summary report which includes the data in the previous requirement, and the ability to filter said report by date			
378		Transportation Requirements	Transportation			Provides for assignment of bus routes based on student's address			
379	E	Transportation Requirements	Transportation			Identifies students who require methods of transportation other than school bus (taxi, commercial train/air/bus) with all relevant information per trip, i.e., Transportation type (car, van, bus, train, plane, etc.), confirmation number, fare, flight/bus/etc. number, state of origin, distance in miles (improved and unimproved miles), whether the transportation is chartered or commercial, any chaperone fare costs, and number of one way trips, as well as trip dates			
380		Transportation Requirements	Transportation			Includes separate address for pick-up and delivery of students (sitter, etc.) in addition to multiple student/parent, home/mail			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
						address			
381		Transportation Requirements/ Special Needs Requirements	Transportation			Identifies students who require an attendant/aide during transportation			
382		Transportation Requirements/ Special Needs Requirements	Transportation			Identifies students with special transportation needs (such as wheelchair access)			
383		WebISEP	Data Requirement			Student name (Last, First, Middle)	WebISEP		
384		WebISEP	Data Requirement			Student's Title (Jr., III, etc.)	WebISEP		
385		WebISEP	Data Requirement			Lengthy student name	WebISEP		
386		WebISEP	Data Requirement			Student's nicknames	WebISEP		
387		WebISEP	Data Requirement			Student's previous names	WebISEP		
388		WebISEP	Data Requirement			Date of Birth	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
389		WebISEP	Data Requirement			Place of Birth	WebISEP		
390		WebISEP	Data Requirement			Proof of Birth	WebISEP		
391		WebISEP	Data Requirement		Birth Document Number	Indian children are issued a numbered birth document similar to a Social Security card			
392		WebISEP	Data Requirement			Sex	WebISEP		
393		WebISEP	Data Requirement			Marital status	WebISEP		
394		WebISEP	Data Requirement			Ethnic group	WebISEP		
395		WebISEP	Data Requirement			Country of citizenship	WebISEP		
396		WebISEP	Data Requirement		Tribal Code	Four digit code for 347 American Indian tribes	WebISEP		
397		WebISEP	Data Requirement			Dwelling location	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
398		WebISEP	Data Requirement			Type of residence	WebISEP		
399		WebISEP	Data Requirement			“Student lives with” designation – multiple areas	WebISEP		
400		WebISEP	Data Requirement			Transport status	WebISEP		
401		WebISEP	Data Requirement			Residential student	WebISEP		
402		WebISEP	Data Requirement			Type of School (Contract, Grant, Bureau Operated, Co-operative)	WebISEP		
403		WebISEP	Data Requirement			Day School, Boarding, or Peripheral Dorm, Exceptional Residential	WebISEP		
404		WebISEP	Data Requirement			Multiple addresses, including post office boxes and 9 digit zip code for schools and students	WebISEP		
405		WebISEP	Data Requirement			Parent/guardian names (last, middle, first separately)	WebISEP		
406		WebISEP	Data Requirement			Parent/guardian names (multiple names)	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
407		WebISEP	Data Requirement			Parents' birthplaces (city, state, country)	WebISEP		
408		WebISEP	Data Requirement			Names of other significant adults	WebISEP		
409		WebISEP	Data Requirement			Telephone numbers (home, parents', work, emergency with extensions, day care)	WebISEP		
410		WebISEP	Data Requirement			Siblings (names, ages, sex)	WebISEP		
411		WebISEP	Data Requirement			Historical file of multiple address locations	WebISEP		
412		WebISEP	Data Requirement			Historical file of multiple guardians	WebISEP		
413		WebISEP	Data Requirement		Student's prime (home) language	Code for student's primary speaking language	WebISEP		
414		WebISEP	Data Requirement		Primary Language description	Denotes student's primary speaking language	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
415		WebISEP	Data Requirement		Secondary Language description	Denotes student's secondary speaking language	WebISEP		
416		WebISEP	Data Requirement		Student's secondary (home) language	Code for student's secondary speaking language	WebISEP		
417		WebISEP	Data Requirement			English proficiency code	WebISEP		
418		WebISEP	Data Requirement			ESL code (ELL)	WebISEP		
419		WebISEP	Data Requirement			School name of enrolling student	WebISEP		
420		WebISEP	Data Requirement			Student assignment code	WebISEP		
421		WebISEP	Data Requirement			Entry code	WebISEP		
422		WebISEP	Data Requirement			Date of entry	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
423		WebISEP	Data Requirement			Original BFS date of entry	WebISEP		
424		WebISEP	Data Requirement			Ninth grade date of entry	WebISEP		
425		WebISEP	Data Requirement			Withdrawal code and reason	WebISEP		
426		WebISEP	Data Requirement			Grade level	WebISEP		
427		WebISEP	Data Requirement			Special education status	WebISEP		
428		WebISEP	Data Requirement			Multiple special education codes	WebISEP		
429		WebISEP	Data Requirement		Gifted and Talented Code	Indicates the type of program exceptional students participate in	WebISEP		
430		WebISEP	Data Requirement			ISEP support Yes/No	WebISEP		
431		WebISEP	Data Requirement			Sub-school assignment	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
432		WebISEP	Data Requirement			Homeroom assignment	WebISEP		
433		WebISEP	Data Requirement			Teacher code	WebISEP		
434		WebISEP	Data Requirement			Access Code	WebISEP		
435		WebISEP	Data Requirement			Homebound status	WebISEP		
436		WebISEP	Data Requirement			E-mail name field	WebISEP		
437		WebISEP	Data Requirement			Counsel or name field (Assigned Counselor)	WebISEP		
438		WebISEP	Data Requirement			Pager and/or cell phone number field	WebISEP		
439		WebISEP	Data Requirement			Entry date at current school	WebISEP		
440		WebISEP	Data Requirement			Address and phone of alternate contact	WebISEP		
441		WebISEP	Data Requirement			Parent/person not allowed access to student	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
442		WebISEP	Data Requirement			Parent/guardian preferred language	WebISEP		
443		WebISEP	Data Requirement			Person with legal custody	WebISEP		
444		WebISEP	Data Requirement			Other languages spoken by student	WebISEP		
445		WebISEP	Data Requirement			Parent/guardian English proficiency code	WebISEP		
446		WebISEP	Data Requirement			Parent/guardian employer	WebISEP		
447		WebISEP	Data Requirement			Parent/guardian military status and location	WebISEP		
448		WebISEP	Data Requirement			Bus Assignment	WebISEP		
449		WebISEP	Data Requirement			Flight Assignment	WebISEP		
450		WebISEP	Data Requirement			Okay to Checkout Student Yes/No	WebISEP		
451		WebISEP	Data Requirement			Signed acceptable use policy (AUP) and date signed	WebISEP		



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
452		WebISEP	Data Requirement			Tribal Agency (drop down list)	WebISEP		
453		WebISEP	Data Requirement		Tribal Name	Name that corresponds to BIA code	WebISEP		
454		WebISEP	Data Requirement		Location Code	BIA specific school identifier used in other DOI databases	WebISEP		
455		WebISEP	Data Requirement		Verification of Indian Membership	Denotes how the student has been verified as an Indian	WebISEP		
456		WebISEP	Data Requirement		Half Time	Part time students who may be involved in a work/study program – used in ISEP reporting	WebISEP		
457		WebISEP	Data Requirement		Absent Not Counted	This code is used in ISEP reporting. Schools may submit a waiver request form for students coded as a “4”	WebISEP		
458		WebISEP	Data Requirement		Type Program	Indicates the type of ISEP program student is enrolled in – used for ISEP count	WebISEP		
459		WebISEP	Data Requirement		Residential Exceptional	Type of program			



Req. ID	Source/Reference	Module	Type	Category	Function	Function Description	Business Objective	Data/Requirement Source	Priority
460		WebISEP	Data Requirement		Language Development	Type of special education program			
461		WebISEP	Data Requirement		Speech Impaired Service Code	Applicable even if HI service code or Moderate service code has a value			

Figure 2: Requirements Matrix



Appendix A: Consolidated State Performance Report: Parts I and II

**CONSOLIDATED STATE PERFORMANCE
REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2004-2005



PART I DUE FEBRUARY 28, 2006
PART II DUE APRIL 14, 2006

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202



OMB NO. 1810-0614

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- o Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- o Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- o Title I, Part C – *Education of Migratory Children*
- o Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- o Title I, Part F – *Comprehensive School Reform*
- o Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- o Title II, Part D – *Enhancing Education through Technology*
- o Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- o Title IV, Part A, Subpart 1 - *Safe and Drug-Free Schools and Communities State Grants*
- o Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- o Title IV, Part B – *21st Century Community Learning Centers*
- o Title V, Part A – *Innovative Programs*
- o Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- o Title VI, Part B – *Rural Education Achievement Program*

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by February 28, 2006. Part II is due to the Department by April 14, 2006.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **February 28, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- o **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.



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- o **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- o **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
- o **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5:** All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.



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GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **February 28, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2004-05 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 182 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington, DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).



OMB NO. 1810-0614

OMB Number: 1810-0614 Expiration Date: 07/31/2008	
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001	
Check the one that indicates the report you are submitting:	
_____ Part I, 2004-2005	_____ Part II, 2004-2005
Name of State Educational Agency (SEA) Submitting This Report:	
Address:	
Person to contact about this report:	
Name:	
Telephone:	
Fax:	
e-mail:	
Name of Authorizing State Official: (Print or Type):	
_____	_____
Signature	Date



OMB NO. 1810-0614

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2004-2005



PART I DUE FEBRUARY 28, 2006



OMB NO. 1810-0614

1.1. STANDARDS AND ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.



OMB NO. 1810-0614

1.1.1. Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE



OMB NO. 1810-0614

1.1.2 Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

STATE RESPONSE

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OMB NO. 1810-0614

1.1.3 Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

STATE RESPONSE



OMB NO. 1810-0614

1.2 PARTICIPATION IN STATE ASSESSMENTS

Participation of All Students in 2004-2005 State Assessments

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2004-2005 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Individuals with Disabilities Education Act of 1973.



OMB NO. 1810-0614

1.2.1 Student Participation in 2004-2005 School Year Test Administration

1.2.1.1 2004-2005 School Year Mathematics Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.1.2 2004-2005 School Year Reading/Language Arts Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students		
American Indian/ Alaska Native		
Asian/ Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.2.1 Participation of Students with Disabilities the in 2004-2005 School Year Test Administration – Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations		
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards		

1.2.2.2 Participation of Students with Disabilities the in 2004-2005 School Year Test Administration – Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations		
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards		



OMB NO. 1810-0614

1.3 STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2004-2005 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2004-2005 school year. States should provide data on the **total number of students tested as well as the** percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2004-2005 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Individuals with Disabilities Education Act of 1973.



OMB NO. 1810-0614

1.3.1 Grade 3 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.2 Grade 3 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.3.3 Grade 4 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.4 Grade 4 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.3.5 Grade 5 – Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.6 Grade 5 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.3.7 Grade 6 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.8 Grade 6 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.3.9 Grade 7 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.10 Grade 7 -Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.3.11 Grade 8 -Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.12 Grade 8 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



OMB NO. 1810-0614

1.3.13 High School - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.14 High School - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



OMB NO. 1810-0614

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

1.4.1 For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2004-2005 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2004-2005 School Year Data			

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2004-2005 School Year Data			

1.4.2 For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2004-2005 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2004-2005 School Year Data			

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2004-2005 School Year Data			



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1.4.3 Title I Schools Identified for Improvement

- 1.4.3.1 In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2005-2006 school year, based upon data from the 2004-2005 school year. For each school listed, please provide the name of the school's district, the areas in which the school missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the school improvement status for the 2005-2006 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring - planning, restructuring - implementation). Additionally, for any Title I school identified for improvement, corrective action, or restructuring for the 2005-2006 school year, that made AYP based upon data from the 2004-2005 school year, please add "Made AYP 2004-2005."



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1.4.3.2 Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

1.4.4 Title I Districts Identified for Improvement.

1.4.4.1 In the following chart, please provide a list of Title I districts identified for improvement or corrective action under section 1116 for the 2005-2006 school year, based upon data from the 2004-2005 school year. For each district listed, please provide the areas in which the district missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the district improvement status for the 2005-2006 school year (e.g., district in need of improvement year 1, district in need of improvement year 2, corrective action). Additionally for any Title I district identified for improvement or corrective action for the 2005-06 school year that made AYP based on data from the 2004-05 school year, please add "Made AYP for 2004-05."



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1.4.4.2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

1.4.5 Public School Choice and Supplemental Educational Services

1.4.5.1 Public School Choice

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year.

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____ How many of these schools were charter schools?

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____

4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____



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Optional Information:

5. If the State has the following data, the Department would be interested in knowing the following:

6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____

7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2004-2005 school year. _____

1.4.5.2 Supplemental Educational Services

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

Optional Information:

If the State has the following data, the Department would be interested in knowing the following:

4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____



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1.5 TEACHER AND PARAPROFESIONAL QUALITY

1.5.1 In the following table, please provide data from the 2004-05 school year for classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in "high-poverty" and "low-poverty" elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State			
Elementary Level			
High-Poverty Schools			
Low-Poverty Schools			
All Elementary Schools			
Secondary Level			
High-Poverty Schools			
Low-Poverty Schools			
All Secondary Schools			

Definitions and Instructions

What are the core academic subjects?

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.



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How is a teacher defined?

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

How is a class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class). Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

Should 6th, 7th, and 8th grade classes be reported in the elementary or secondary category?

States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2005, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

How should States count teachers (including specialists or resource teachers) in elementary classes?

States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class.

On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

How should States count teachers in self-contained multiple-subject secondary classes?

Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator.



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For example, if English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

1.5.2 For those classes in core academic subjects being taught by teachers who are not highly qualified as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (note: percentages should add to 100 percent of the classes taught by not highly qualified teachers).

Reason For Being Classified as Not Highly Qualified	Percentage
1. Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	
2. Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
3. Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
4. Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	
5. Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	
6. Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
7. Other (please explain)	



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1.5.3 Please report the State poverty quartile breaks for high- and low-poverty elementary and secondary schools used in the table in Question 1.5.1.

	High-Poverty Schools	Low-Poverty Schools
Elementary Schools	More than _____%	Less than _____%
Poverty Metric Used		
Secondary Schools	More than _____%	Less than _____%
Poverty Metric Used		

Definitions and Instructions

How are the poverty quartiles determined?

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, states use the percentage of students who qualify for the free or reduced price lunch program for this calculation.

Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?

States may include as elementary schools all schools that serve children in grades K-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.



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1.5.4 Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/quad/paraquidance.doc>

In the following chart, please provide data from the 2004-2005 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2004-2005 School Year	



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1.6 English Language Proficiency

1.6.1.1 English Language Proficiency (ELP) Standards

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed _____ Yes _____ No

Approved, adopted, sanctioned _____ Yes _____ No

Operationalized _____ Yes _____ No (e.g., Are standards being used by district and school teachers?)

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

STATE RESPONSE



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1.6.2 English Language Proficiency (ELP) Assessments

1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113(b)(2) is spring 2006. Please indicate if the State has conducted any of the following:
 - An independent alignment study _____
 - Other evidence of alignment _____
2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:
 1. The annual assessment of all LEP students in the State in grades k-12;
 2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension;
 3. ELP assessments are based on ELP standards;
 4. Technical quality (validity, reliability, etc.)

STATE RESPONSE



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1.6.3 English Language Proficiency Data

In the following tables, please provide English language proficiency (ELP) data from the 2004-2005 school year test administration. The ELP data should be aggregated at the State level.

States may use the sample format below or another format to report the requested information. The information following the chart is meant to explain what is being requested under each column.

1.6.3.1 English Language Proficiency (ELP) Assessment Data

2004-2005 Data for ALL LEP Students in the State											
Name of ELP Assessment(s) (1)	Total number of ALL Students assessed for ELP (2)	Total number and percentage of ALL students identified as LEP (3)		Total number and percentage of ALL students identified as LEP at each level of English language proficiency							
				Number and Percentage at Basic or Level 1 (4)		Number and Percentage at Intermediate or Level 2 (5)		Number and Percentage at Advanced or Level 3 (6)		Number and Percentage at Proficient or Level 4 (7)	
	#	#	%	#	%	#	%	#	%	#	%
	#	#	%	#	%	#	%	#	%	#	%

- (1) In column one, provide the name(s) of the English Language Proficiency Assessment(s) used by the State.
- (2) In column two, provide the total number of all students assessed for limited English proficiency ("assessed" refers to the number of students evaluated using State-selected ELP assessment(s)).
- (3) In column three, provide the total number and percentage of all students identified as LEP by each State-selected ELP assessment(s) ("identified" refers to the number of students determined to be LEP on State-selected ELP assessments).
- (4-7) In columns four-seven, provide the total number and percentage of all students identified as LEP at each level of English language proficiency as defined by State-selected ELP assessment(s). The number (#) and percentage (%) of columns 4-7 should equate to the number (#) and percentage (%) of all students identified as limited English proficient in column 3.



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1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State

2004-2005 Data of the Most Common Languages Spoken by LEPs		
Language	Number and Percentage of ALL LEP Students in the State	
	#	%
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- In the above chart, list the ten most commonly spoken languages in your State. Indicate the number and percentage of LEP students that speak each of the languages listed in table 1.6.4.1.



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1.6.3.3 English Language Proficiency (ELP) Assessment Data

2004-2005 Data for LEP Students in the State Served under Title III												
Name of ELP Assessment(s) (1)	Total number and percentage of students identified as LEP who participated in Title III programs (2)		Total number and percentage of Title III students identified at each level of English language proficiency								Total number and percentage of Title III LEP students transitioned for 2 year monitoring (7)	
			Number and Percentage at Basic or Level 1 (3)		Number and Percentage at Intermediate or Level 2 (4)		Number and Percentage at Advanced or Level 3 (5)		Number and Percentage at Proficient or Level 4 (6)			
	#	%	#	%	#	%	#	%	#	%	#	%
	#	%	#	%	#	%	#	%	#	%	#	%

- (1) In column one, provide the name of the English Language Proficiency Assessment used by the State.
- (2) In column two, provide the total number and percentage of LEP students who participated in a Title III language instruction educational program during the 2004-2005 school year.
- (3-6) In columns three-six, provide the total number and percentage of LEP students at each level of English language proficiency who received Title III services during the 2004-2005 school year. The number (#) and percentage (%) of columns 3-6 should equate to the number (#) and percentage (%) of all students identified as limited English proficient in column 2.
- (7) In column seven, provide the total number and percentage of LEP students who participated in a Title III language instruction educational program during the 2004-2005 school year and who were transitioned into a classroom not tailored for LEP children and are no longer receiving services under Title III.



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1.6.4 Immigrant Children and Youth Data

Please provide the following information required under Section 3111©:

1.6.4.1 Number of immigrant children and youth reported in 2004-2005

1.6.4.2 Number of immigrant children and youth served in 2004-2005

1.6.4.3 Number of subgrants awarded to LEAs for immigrant children
and youth programs for 2004-2005



OMB NO. 1810-0614

1.6.5 Definition of Proficient

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

STATE RESPONSE



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1.6.6 Definition of Making Progress

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3). Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

STATE RESPONSE



OMB NO. 1810-0614

1.6.7 Definition of Cohort

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

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1.6.8 Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State?

_____ Yes _____ No

If **yes**, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2004-2005 School Year	%	#	%	#	%	#	%	#

If **no**, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.



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1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

Please provide the State's progress in meeting performance targets/annual measurable achievement objectives in LEAs served by Title III.

States may use the sample format below or another format to report the requested information.

English Language Proficiency	Percent and Number of Title III LEP Students in the State Who Made Progress in Learning English				Percent and Number of Title III LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
	%	#	%	#	%	#	%	#
2004-2005 School Year								

1.6.10 Please provide the following data on Title III Programs for the 2004-2005 School Year

	Number:
Number of Title III subgrantees	
Number of Title III subgrantees that met all three components of Title III annual measurable achievement objectives (making progress, attainment, and AYP)	
Number of Title III subgrantees that did not meet all three components of Title III annual measurable achievement objectives	



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1.6.11 On the following tables for 2004-05, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2004-2005 school year.

1.6.11.1 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

1.6.11.2 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		



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1.7 Persistently Dangerous Schools

In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2005-2006 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

	Number of Persistently Dangerous Schools
2005-2006 School Year	



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1.8 Graduation and Dropout Rates

1.8.1 Graduation Rates

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2003-2004 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

High School Graduates	Graduation Rate
Student Group	03-04 School Year
All Students	
American Indian/Alaska Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	
Female	

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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1.8.2 Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout." An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2003-2004 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Dropouts	Dropout Rate
Student Group	03-04 School Year
All Students	
American Indian/Alaska Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	
Female	

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



OMB NO. 1810-0614

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005



PART II DUE APRIL 14, 2006



OMB NO. 1810-0814

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. _____

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. _____

2.1.2 Title I, Part A Schools by Type of Program

For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State _____

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State _____

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State _____



OMB NO. 1810-0614

2.1.3 Title I, Part A Student Participation

Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	
Limited English Proficient	
Homeless	
Migrant	

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



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2.1.3.2 Student Participation in Title I, Part A by Grade Level

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide programs (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2						
Age 3-5						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Ungraded						
TOTALS						



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2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	
Reading/Language Arts	
Science	
Social Studies	
Vocational/Career	
Other (specify)	
Support Services	
Health, Dental, and Eye Care	
Supporting Guidance/Advocacy	
Other (specify)	

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	
Teachers	
Teacher Aides	
Support Staff (clerical and non-clerical)	
Other (specify)	



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**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS
(TITLE I, PART B, SUBPART 3)**

2.2.1 Subgrants and Even Start Program Participants

For the 2004-2005 school year, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State _____

2.2.1.2 Even Start Families Participating During the Year

(“Participating” means participating in all required core services and following any period of preparation.)

1. Total number of families participating _____

2. Total number of adults participating
(“Adults” includes teen parents.) _____

3. Total number of adults participating who are limited English proficient _____

4. Total number of children participating _____

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families _____

2. Number of newly enrolled adult participants _____

3. Percent of newly enrolled families at or below the
Federal poverty level _____

4. Percent of newly enrolled adult participants without a
high school diploma or GED _____

5. Percent of newly enrolled adult participants who have
not gone beyond the 9th grade _____



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2.2.1.4 Percent of families that have remained in the program

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months _____
2. From 4 to 6 months _____
3. From 7 to 12 months _____
4. More than 12 months _____



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2.2.2 Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage of adults showing significant learning gains on measures of reading	TABE:	TABE:	TABE:	TABE:
	CASAS:	CASAS:	CASAS:	CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE:	TABE:	TABE:
	CASAS:	CASAS:	CASAS:	CASAS:
3. Percentage of school age adults who earn a high school diploma or GED				
	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED.
4. Percentage of non-school age adults who earn a high school diploma or GED				
	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED.
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:



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Indicator	Measure Measurement tool used to assess progress for indicator	Cohort Number of participants to whom the indicator applies	Result Number of participants who met the achievement goal	Explanation of Progress
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	Please indicate source.	Please indicate source.	Please indicate source.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)



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2.3 EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.
2. Instructions for each table are provided just before the table.

Table 2.3.1.1 Population Data

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 – 5 cell. In all cases, the Total is the sum of the cells in a row.



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2.3.1.1 Population Data

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out-of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP																		
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																		
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP																		
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education																		
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)																		
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)																		
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)																		
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)																		



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2.3.1.2 Academic Status

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>																		
2. Obtained GED																		
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
1. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Reading/Language Arts)																		
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)																		
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)																		
4. Number of Migrant Students Tested in Mathematics (State Assessment)																		



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2.3.1.3.1 MEP Participation – Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).



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2.3.1.3.1 MEP Participation – Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION—REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		



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2.3.1.3.2 MEP Participation –Summer/Intersession Term

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).



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2.3.1.3.2 MEP Participation –Summer/Interession Term

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Interession Project (with an Instructional or Supportive Service Only)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		



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2.3.1.4 SCHOOL DATA

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a.	b.
2. Schools in Which MEP Funds are Combined in SWP	a.	b.

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a.	b.
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a.	b.
3. MEP Projects: Summer/Intersession Only	a.	b.
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a.	b.



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2.3.1.5.2 KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = _____ Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = _____ Days (d)
1. State Director				
2. Teachers				
3. Counselors				
4. All Paraprofessionals				
5. "Qualified" Paraprofessionals				
6. Recruiters				
7. Records Transfer Staff				



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2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

2.4.1 General Data Reporting Form – Subpart 1

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004–2005, defined as July 1, 2004, through June 30, 2005.

General Instructions for Title I, Part D, Subpart 1 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

Do not leave any cells blank. If you do not have data available for the requested information, or if the requested information does not apply, please enter **"NA."**



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Instructions: State Agency Title I, Part D, Facilities and Students

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds. If no data are available for the requested information, enter "NA."

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than* once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.



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2.4.1.1 State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs				
2. Delinquent (Total)			NA	
2.1. Juvenile Detention				
2.2. Juvenile Corrections				
2.3. Adult Corrections				
3. Number of facilities that served more than one purpose: _____				

2.4.1.2 Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age. If no data are available for the requested information, enter "NA."

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students				
RACE/ETHNICITY				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5-10 years old				
11-15 years old				
16-18 years old				
19 years and older				



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Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities. If no data are available for the requested information, enter "NA."

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).



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2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)			
2. Awarded high school diploma(s)			
3. Awarded GED(s)			
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits			
2. Were enrolled in a GED program			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school			
4. Earned a GED			
5. Obtained high school diploma			
6. Were accepted into post-secondary education			
7. Enrolled in post-secondary education			
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education			
3. Obtained employment			



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Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections or detention (JC), and students in adult corrections (AC). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities. If no data are available for the requested information, enter "NA."

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories



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2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90–179 consecutive calendar days			In placement for 180–270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)									
2. # students from row 1 who tested below grade level upon entry.									
3. # students from row 1 who took both the pre- and post-test reading exams									
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams									
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams									
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams									
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams									
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams									



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2.4.1.5 Academic Performance in Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90–179 consecutive calendar days			In placement for 180–270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)									
2. # students from row 1 who tested below grade level upon entry.									
3. # students from row 1 who took both the pre- and post-test math exams									
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams									
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams									
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams									
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams									
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams									

End Subpart 1 Reporting Form



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2.4.2 General Data Reporting Form – Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004–2005, defined as July 1, 2004, through June 30, 2005.

General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

At-risk students are reported only in the facility/program and demographic counts. They are not reported in the outcome or academic performance tables.

Do not leave any cells blank. If you do not have data available for the requested information, or if the requested information does not apply, please enter "NA."



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Instructions: Local Education Agency Title I, Part D, Facilities And Students

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds. If no data are available for the requested information, enter "NA."

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students

<i>Facility/Program type</i>	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs			NA	
2. Neglected Programs				
3. Delinquent (Total)			NA	
4. Juvenile Detention				
5. Juvenile Corrections				
6. Number of facilities that served more than one purpose: _____				



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Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age. If no data are available for the requested information, enter "NA."

2.4.2.2 STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students				
RACE/ETHNICITY				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5-10 years old				
11-15 years old				
16-18 years old				
19 years and older				



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Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities. If no data are available for the requested information, enter "NA."

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).



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2.4.2.3 Academic/Vocational Outcomes

Number of Facilities		
1. Facility Academic Offerings	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Awarded high school course credit(s)		
2. Awarded high school diploma(s)		
3. Awarded GED(s)		
Number of Students		
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits		
2. Were enrolled in a GED program		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school		
4. Earned a GED		
5. Obtained high school diploma		
6. Were accepted into post-secondary education		
7. Enrolled in post-secondary education		
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education		
3. Obtained employment		



OMB NO. 1810-0614

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**) and students in juvenile corrections or detention (**JC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities. If no data are available for the requested information, enter "NA."

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories.



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2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90–179 consecutive calendar days		In placement for 180–270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test reading exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams						
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams						
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams						
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams						



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2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90–179 consecutive calendar days		In placement for 180–270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test math exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams						
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams						
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams						
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams						

END Subpart 2 Reporting Form



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2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. _____

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. _____

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998?



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2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)

Funding Year: FY 2003
School Years: 2003 – 2004 AND 2004 – 2005

2.6.1 FY 2003 Program Information

State (Approved) Technology Plan (YES/NO)	Yes No (circle one)
Year last updated:	_____ / (year)
Date of State Approval:	____ / ____ / ____ MM / DD / YY
Web Site Location/URL: _____	

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.



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Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1 Curriculum Integration

2.6.2.1.2 Technology literacy



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2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate Indicator.)	
Target (Indicate status of data in 2002-03 school year (SY).) BASELINE DATA	
Target (Indicate status of data in 2003-04 school year)	
Target (Indicate status of data in 2004-05 school year)	
Target Target for 2005-06 school year	
Target Target for 2006-07 school year.	
Target Target for 2007-08 school	
Assessment of Progress Status of progress on Indicator (1) Target met (2) Target not met	
Measurement tool(s) used to assess progress of indicators.	



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If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions



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2.7 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.



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2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____



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Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency: _____ _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ _____ Baseline: _____ Year established: _____



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2.7.2 Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	
Middle School	
High School	

2.7.2.2 The number of out-of-school suspensions and expulsions for physical fighting.

State definition of physical fighting: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		



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2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possession

State definition of weapons: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

2.7.2.4 The number of alcohol-related out-of-school suspensions and expulsions.

State definition of alcohol-related: _____]

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		



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2.7.2.5 The number of illicit drug-related out-of-school suspensions and expulsions.

State definition of illicit-drug related: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

2.7.3 Parent Involvement

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.



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2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)

2.8.1 Please describe major results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).



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2.8.2 The table below requests data on student achievement outcomes of Title V, Part A - funded LEAs that use 20% or more of Title V, Part A funds and funds transferred from other programs for strategic priorities including: (1) student achievement in reading and math, (2) teacher quality, (3) safe and drug free schools, (4) access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area ¹	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math			
Area 2: Teacher Quality			
Area 3: Safe and Drug Free Schools			
Area 4: Increase Access for all Students			
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

2.8.3 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. _____

2.8.4 Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. _____

2.8.5 Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities. _____

¹ In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)



OMB NO. 1810-0614

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. _____

2.8.7 Describe how decisions were made regarding the local uses of funds.



OMB NO. 1810-0614

**2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)
(TITLE VI, PART B)**

2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. _____

2.9.2 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

2.9.2.1 LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	
Educational technology, including software and hardware as described in Title II, Part D	
Parental involvement activities	
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	
Activities authorized under Title I, Part A	
Activities authorized under Title III (Language instruction for LEP and immigrant students)	



OMB NO. 1810-0614

2.9.2.2 Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.



OMB NO. 1810-0614

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year? _____

2.10.2 Local Educational Agency Transferability of Funds

2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. _____

2.10.2.2 In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds TO eligible program	Total amount of funds transferred TO eligible program
Improving Teacher Quality State Grants (section 2121)		
Educational Technology State Grants (section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (section 4112(b)(1))		
State Grants for Innovative Programs (section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		



OMB NO. 1810-0614

Program	Total Number of LEAs transferring funds FROM eligible program	Total amount of funds transferred FROM eligible program
Improving Teacher Quality State Grants (section 2121)		
Educational Technology State Grants (section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (section 4112(b)(1))		
State Grants for Innovative Programs (section 5112(a))		

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.



OMB NO. 1810-0614

2.11 21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.



Appendix B: Report of Children with Special Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended (Table 1)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED
2005

PAGE 1 OF 8
OMB NO: 1820-0543
FORM EXPIRES: 03/12/2007

STATE: _____

SECTION A

COUNT DATE:	_____	_____	_____
	MONTH	DAY	YEAR

CURRENT DATE:



Data Transmission System (DTS)

DATE:

STATUS:

Part B, Child count data are due February 1, 2006.

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland - IDEA05MD.XLS)
6. RED cells indicate computational errors or an error in reporting race/ethnicity. Sum totals for race/ethnicity should equal reported totals for disability. Please make sure there are NO RED CELLS before saving and submitting data.
7. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

Troy Justesen, Acting Director
Office of Special Education Programs
U.S. Department of Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street, S.W.
Washington, D.C. 20202
Attn: Cheryl Broady

8. If you received your file by e-mail, please return electronic copies of completed DTS forms to Jessica Lautz at Westat.

jessicalautz@WESTAT.COM
Westat
1650 Research Blvd.
RA 1295
Rockville, MD 20850-3159

If you have any questions or comments, please contact Jessica Lautz at (301) 610-6597.



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

PAGE 2 OF 8
OMB NO: 1826-0043
FORM EXPIRES: 03/1/2007

2005

STATE: _____

SECTION B

B-1. NUMBER OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION					
AGE AS OF DATA COLLECTION DATE	3	4	5	3-5 (Actual Data)	COMPUTED TOTALS
MENTAL RETARDATION	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0
AUTISM	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0
DEVELOPMENTAL DELAY *	0	0	0	0	0
TOTAL: (Sum of all of the above)	0	0	0	0	0
* States <u>must</u> have defined and established eligibility criteria for developmental delay in order to use this category for reporting.					
COMPUTED TOTALS 0 0 0 0 0					

ED FORM 099-5

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

PAGE 3 OF 8
OMB NO: 1826-0043
FORM EXPIRES: 03/1/2007

2005

STATE: _____

SECTION B (Continued)

B-2. RACE/ETHNICITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION								
DISABILITY	RACE/ETHNICITY						COMPUTED TOTALS	3-5 REPORTED ON PAGE 2
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	0	0	0	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0	0	0	0
AUTISM	0	0	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0	0	0
DEVELOPMENTAL DELAY *	0	0	0	0	0	0	0	0
TOTAL: (Sum of all of the above)	0	0	0	0	0	0	0	0
* States <u>must</u> have defined and established eligibility criteria for developmental delay in order to use this category for reporting.								
COMPUTED TOTALS 0 0 0 0 0 0 0								

ED FORM 099-5

CURRENT DATE:



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

PAGE 4 OF 8
OMB NO.: 1820-0043
FORM EXPIRES: 3/31/2007

2005

STATE: _____

SECTION C
NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

AGE AS OF DATA COLLECTION DATE	NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION					
DISABILITY	6	7	8	9	10	11
MENTAL RETARDATION	0	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0	0
AUTISM	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY*	0	0	0	0	0	0
TOTAL: (Sum of all the above)	0	0	0	0	0	0
COMPUTED TOTALS	0	0	0	0	0	0

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM 889-5

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

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OMB NO.: 1820-0043
FORM EXPIRES: 03/31/2007

2005

STATE: _____

SECTION C (continued)
NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

AGE AS OF DATA COLLECTION DATE	NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION					
DISABILITY	12	13	14	15	16	17
MENTAL RETARDATION	0	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0	0
AUTISM	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY	0	0	0	0	0	0
TOTAL: (Sum of all the above)	0	0	0	0	0	0
COMPUTED TOTALS	0	0	0	0	0	0

ED FORM: 889-5

CURRENT DATE:



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATION SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

PAGE 2 OF 8
OSR# NO.: 982-0942
FORM # (P/RR): 8210007

2965

STATE: _____

DISABILITY	SECTION C (continued)						COMPUTED AGE 9-21 ROW TOTAL
	NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
AGE AS OF COLLECTION DATE	16	18	20	21	9-21 (Actual Data)	22+ (Optional)	9-22+ (Optional)
MENTAL RETARDATION	0	0	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENT	0	0	0	0	0	0	0
VISUAL IMPAIRMENT	0	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0	0	0
AUTISM	0	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0	0
DEVELOPMENTAL DELAY*	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	0	0	0	0	0	0	0
COMPUTED TOTALS	0	0	0	0	0	0	0

ED FORM 609-5

CURRENT DATE:



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

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FORM EXPIRES: 6/31/2007

2006

STATE: _____

SECTION D

DISABILITY	RACE/ETHNICITY OF CHILDREN AND YOUTH AGES 6-21 RECEIVING SPECIAL EDUCATION						COMPUTED RACE/ETHNICITY TOTALS	NUMBER OF 6-21 REPORTED
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	0	0	0	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0	0	0	0
ORTHOPEDC IMPAIRMENTS	0	0	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	0	0	0	0
AUTISM	0	0	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0	0	0
DEVELOPMENTAL DELAY*	0	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	0	0	0	0	0	0	0	0
COMPUTED TOTALS	0	0	0	0	0	0	0	0

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM 889-5

CURRENT DATE:



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1

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REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 8/31/2007

2006

STATE: _____

REPORT DUE NO LATER THAN FEBRUARY 1

SECTION E - CERTIFICATION

I CERTIFY that these data represent an accurate and unduplicated count of children and youth with disabilities receiving special education and related services on either December 1 or the last Friday in October, according to an Individualized Education Program.		
AUTHORIZING OFFICIAL		
NAME AND TITLE (TYPE OR PRINT)	SIGNATURE	DATE OF SIGNATURE

No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by 20 U.S.C. 1411(d)(1); 1418(a)(1)(A)(i); 1402.

ED FORM: 869-5

CURRENT DATE:



Appendix C: Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities (Table 2)

Directions

Hello, Please take care in completing this form. It is really very simple. Page by page information is provided below.

General Information:

- a) The information provided by this form is required under IDEA 04.
- b) The information on this form is FOR FALL, 2005.
- c) Make sure the agency name is correct on each sheet.

- Page 1.**
- a) First - be sure to enter your **Agency** name in the appropriate place.
 - b) Please list teachers who are providing **special education** services for kindergarden students with disabilities. Do **not** list regular kindergarden teachers.
 - (c) List by a whole number if this is a full-time position or list by a decimal if a part time position (example: a half time teacher is
 - d) If there are vacancies please list in the same way.

- Page 2.**
- a) Follow same directions as for page 1. You are reporting for services for 8-21 (1st - 12th grades) year olds.
 - b) Use the categories provided; DO NOT add others.
 - c) List vacancies

- Page 3.**
- a) Complete as page 2. There will be no total at the bottom of this page.
 - b) Be sure to list vacancies as directed above.

If you are a school using this form please forward it to your agency for review.

If this is the agency report please forward to CSI either via e-mail or on disk. This report **will not** be accepted in paper format. Call 505 248-8986 if assistance is needed. (Pat Abeyta)



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 2

PAGE 1 OF 4

OMB NO.: 1820-0518

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH
DISABILITIES, AGES 3-5

FORM EXPIRES: xxxxxx

2005-2006 SCHOOL YEAR

AGENCY _____

SECTION A

	-1 EMPLOYED HIGHLY QUALIFIED	-2 EMPLOYED NOT HIGHLY QUALIFIED	-3 TOTAL EMPLOYED (1) + (2)	-4 VACANCIES	COMPUTED TOTAL
SPECIAL EDUCATION TEACHERS					
Special Education Paraprofessionals for Ages 3-5	0	0	0	0	0
Special Education Teachers for Ages 3-5	0	0	0	0	0
TOTAL	0	0	0	0	0

Note: Only list teachers hired to teach students **with disabilities** in kindergarten.
Do not include students in any other preschool program, including FACE.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF S
PROGRAMS

TABLE 2 (Continued)

PAGE 2 OF 4

OMB NO.: 1820-0518

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH
DISABILITIES, AGES 6-21
2005-2006

FORM EXPIRES: xxxx

AGENCY _____

SECTION B

	(1) EMPLOYED HIGHLY QUALIFIED	(2) EMPLOYED NOT HIGHLY QUALIFIED	(3) TOTAL EMPLOYED (1) + (2)	(4) VACANCIES	COMPUTED TOTALS
AREA OF SPECIALIZATION: (PLEASE SPECIFY CATEGORIES)					
Special Education Paraprofessionals for Ages 6-21	0	0	0	0	0
Special Education Teachers for Ages 6-21	0	0	0	0	0
TOTAL	0	0	0	0	0
COMPUTED TOTALS	0	0	0	0	0



TABLE 2 (Continued)

OMB NO.: 1820-0518

NUMBER AND TYPE OF OTHER PERSONNEL EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH DISABILITIES, AGES 3-21

2005-2006

AGENCY _____

SECTION C

	(1)	(2)	(3)	(4)	
	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) + (2)	VACANCIES	COMPUTED TOTALS
RELATED SERVICES PERSONNEL					
1. AUDIOLOGISTS	0	0	0		0
2. SPEECH PATHOLOGISTS	0	0	0		0
3. INTERPRETERS	0	0	0		0
4. PSYCHOLOGISTS	0	0	0		0
5. OCCUPATIONALISTS	0	0	0		0
6. PHYSICAL THERAPISTS	0	0	0		0
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS	0	0	0		0
8. SCHOOL SOCIAL WORKERS	0	0	0		0
9. MEDICAL/NURSING SERVICE STAFF	0	0	0		0
10. COUNSELORS AND REHABILITATION COUNSELORS	0	0	0		0
11. ORIENTATION AND MOBILITY SPECIALISTS	0	0	0		0



Appendix D: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements (Table 3)

Page 1 of 11

TABLE 3

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS**

Child Count Date for 2005

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0517. The time required to complete this information collection is estimated to average 28 hours per SEA and 27 hours per LEA response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Authorization: P.L. 108-446, Section 618 (a)(1)(A)(ii), Section 618 (a)(1)(A)(iii), and Section 618 (a)(3)

Due Date: **February 1, 2006**

Sampling Allowed: Yes

Send Form to: Troy Justesen, Acting Director
Office of Special Education Programs
Part B Data Reports
Program Support Services Group
Mail stop 2600
550 12th Street, S.W.
Washington, D.C. 20202
Attn: Cheryl Broady

General Instructions

Provide a count of children ages 3-5 served under the IDEA, Part B program, according to their educational environments. Report data by discrete age year, disability category,¹ race/ethnicity, **gender** and **Limited English Proficiency (LEP)** status.

¹ The reporting of data on developmental delay is optional. Only children ages 3 through 9 may be reported in the developmental delay disability category and then only in States with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive



Report a count of all children with disabilities ages 6-21 served under the IDEA, Part B program, according to their educational environments. Report data by age category and disability category, race/ethnicity, gender, and LEP status.

This table does not require a separate, certified count of children. *However, it is intended to reflect the number of the children receiving services, reported by the appropriate environment category, on the date of the child count.* States have the option of using one of two child count dates: the last Friday in October or December 1. States *must* use the same date for reporting educational environments data that is used in reporting the child count for that year.

Place zeros in categories where cells contain no numeric values. Report (-9) in categories not used by the State.

STATES SHOULD NOT PROVIDE PERCENTAGES IN SECTIONS A THROUGH H. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

Sampling Guidelines

States may use sampling to obtain these data. When sampling is used, a description of the sampling methodology, including a statement about how the design will yield valid and reliable estimates *must* be submitted to OSEP for approval. The level of precision of the estimates to be obtained *must* be specified. States *must* submit sampling plans to OSEP for approval by September 1 of the reporting school year (that is, the September prior to the October or December child count date).

OSEP will evaluate the validity of the sampling plans using the guidelines below.

1. The sampling framework may include all school districts or a sample of districts. If a State chooses to sample districts, all districts with average daily memberships (ADM) of over 50,000 *must* be included in the sample. States with fewer than 25 districts with ADMs over 25,000 *must* include all districts with over 25,000 ADMs. The total number of districts sampled *must* equal or exceed 100. If the total number of districts in the State is 100 or fewer, data *must* be collected from all districts.
2. When sampling students, whether for all districts or for a sample of districts, data *must* be collected separately for each Federal disability category. All students whose domicile is in a district *must* be eligible for the sample including those students served in cooperatives and/or intermediate units or in residential programs out of the district.
3. A minimum sample of 100 children *must* be used by all districts, except where the total number in a disability category is less than 100. In such a case, data *must* be collected for all students in that category.

development. States *must* have defined and established eligibility criteria for developmental delay in order to report children in this category. Although States and LEAs are not required to use the developmental delay category, if they use the category they *must* report children in the category.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used should also be provided at the time the data are provided.



Specific Instructions

Section A: Discrete Age Year of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY DISCRETE AGE YEAR AND EDUCATIONAL ENVIRONMENT.

When reporting educational environments for children ages 3 through 5, use the following decision rules to determine which environment to use when reporting each child.

1. The first factor to consider is whether the child is attending a regular early childhood program, as defined below. If so, report the child in row A1, A2, or A3. Report the child in one of these environments even if the child receives special education services in other environments. Refer to the instructions in the section below to determine which of percent of time category is appropriate.

Early childhood program. A program that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child care.

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

2. If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the child in row B1, B2, or B3 according to the location of the special education program. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

Special education program. A program that includes 49% or more children with disabilities. Special education programs include, but are not limited to, special education and related services provided in:

- special education classrooms in regular school buildings;



- special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings;
 - special education classrooms in trailers or portables outside regular school buildings;
 - separate schools; and
 - residential facilities.
3. If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her special education services in the home, report the child in row B4.
4. If the child does not receive any special education services in the home, report the child in row B5.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child in A1, A2, or A3, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example,

- If the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in A2, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .60 \times 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
- If the child attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services a service provider location, report the child in A1, in the regular early childhood program at least 80% of time ($6 \div 7.5 = 0.8 \times 100 = 80\%$).
- If a child is pulled out of the regular early childhood program to receive special education, this is considered time *outside* the regular early childhood program. Include this time in the denominator but not the numerator of the calculation. For example, if a child attends a regular early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in A2, in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 \times 100 = 67\%$).



- Row A1. In the regular early childhood program at least 80% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for at least 80% of time (see Instructions for Calculating Time in Regular Early Childhood Programs).
- Row A2. In the regular early childhood program 40% to 79% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 49% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Row A3. In the regular early childhood program less than 40% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Row B1. Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B2. Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B3. Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B4. Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.
- Row B5. Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
- private clinicians' offices,
 - clinicians' offices located in school buildings,
 - hospital facilities on an outpatient basis, and
 - libraries and other public locations.



Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

Section B: Educational Environments of Children with Disabilities Ages 3-5 by Disability

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND DISABILITY CATEGORY. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

Section C: Educational Environments of Children with Disabilities Ages 3-5 by Race/Ethnicity

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 3-5 WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION C MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION A AND SECTION B.

In November 1997, OMB announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories -- American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals would be allowed to select as many race/ethnicity categories as were applicable. Under the new reporting requirements a single, multi-racial category cannot be used. OSEP is actively working with other offices within the Department of Education (ED) to determine what categories will be used for reporting aggregated data and anticipates that final decisions on reporting these data will be made soon. Until aggregate reporting categories are implemented, data should be reported using the five racial categories described below.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam, Hawaii, Guam, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.



White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

Use the educational environment categories defined in the instructions in Section A to report children with disabilities ages 3-5.

Section D: Gender of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND GENDER. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

To reduce data burden, gender data for children ages 3-5 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 3-5 reported on the child count.

Section E: Limited English Proficiency Status of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND LIMITED ENGLISH PROFICIENCY STATUS. The categories reported in this section must sum to the total reported in Section A.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 USC Section 7801(A)(25).

LEP status should reflect the child's status as of the date of the child count.

Use the environment categories defined in the instructions for Section A.

To reduce data burden, LEP status data for children ages 3-5 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 3-5 reported on the child count.

Section F: Educational Environments and Age Category of Children with Disabilities Ages 6-21 by Disability

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER THE IDEA, PART B PROGRAM, BY AGE CATEGORY AND EDUCATIONAL



ENVIRONMENT. THE TOTAL LINE ON EACH TABLE MUST EQUAL THE SUM OF THE DISABILITY CATEGORIES.

All counts should represent the setting in which children with disabilities have been placed for educational services.

To calculate the percentage of time inside the regular classroom, divide the number of hours the youth spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Column A. Inside the regular class 80 percent or more of the day. *Unduplicated* total who were inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

Column B. Inside regular class no more than 79% of day and no less than 40% percent of the day. *Unduplicated* total who were inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Column C. Inside regular class less than 40 percent of the day. *Unduplicated* total who were inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:



- self-contained special classrooms with part-time instruction in a regular class; or
 - self-contained special classrooms with full-time special education instruction on a regular school campus.
- Column D. **Separate school.** *Unduplicated* total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
- public and private day schools for students with disabilities;
 - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
 - public and private residential facilities if the student does not live at the facility.
- Column E. **Residential facility.** *Unduplicated* total who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
- public and private residential schools for students with disabilities; or
 - public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.
- Do not include students who received education programs at the facility, but do not live there.
- Column F. **Homebound/Hospital.** *Unduplicated* total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
- hospital programs, or
 - homebound programs.
- Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.
- Column G. **Correctional facilities.** *Unduplicated* total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:



- short-term detention facilities (community-based or residential), or
- correctional facilities.

Column H. Parentally Placed in Private Schools. Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.² Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

Section G: Race/Ethnicity of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 6-21 WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION F MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION E.

Use the environment categories defined under Section F and the race/ethnicity categories as defined in Section C.

Section H: Gender of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 6-21 WITH DISABILITIES SERVED UNDER IDEA, PART B BY GENDER AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION G MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION F.

Use the environment categories defined in the instructions for Section F.

To reduce data burden, gender data for children ages 6-21 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 6-21 reported on the child count.

Section H: Limited English Proficiency Status of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 3-5 WITH DISABILITIES SERVED UNDER IDEA, PART B BY LIMITED ENGLISH PROFICIENCY STATUS AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN

² A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.



SECTION H MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION F.

Use the environment categories defined under Section F and the LEP categories as defined in the instructions for Section E.

To reduce data burden, LEP status data on children ages 6-21 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 6-21 reported on the child count.



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TABLE 3
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

2005

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SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		AGE			
		3	4	5	Total
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME				
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 75% OF TIME				
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME				
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			
		(B2) SEPARATE SCHOOL			
		(B3) RESIDENTIAL FACILITY			
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION			
		(B5) HOME			
(C) TOTAL (OF ROWS A1 – B5)					

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SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

DISABILITY	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN		
	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME
MENTAL RETARDATION			
HEARING IMPAIRMENTS			
SPEECH OR LANGUAGE IMPAIRMENTS			
VISUAL IMPAIRMENTS			
EMOTIONAL DISTURBANCE			
ORTHOPEDIC IMPAIRMENTS			
OTHER HEALTH IMPAIRMENTS			
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES			
AUTISM			
TRAUMATIC BRAIN INJURY			
DEVELOPMENTAL DELAY ¹			
TOTAL:			

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION B (CONTINUED)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			NOT ATTENDING A SPECIAL EDUCATION PROGRAM	
	(B1) SEPARATE CLASS	(B2) SEPARATE SCHOOL	(B3) RESIDENTIAL FACILITY	(B4) SERVICE PROVIDER LOCATION	(B5) HOME
MENTAL RETARDATION					
HEARING IMPAIRMENTS					
SPEECH OR LANGUAGE IMPAIRMENTS					
VISUAL IMPAIRMENTS					
EMOTIONAL DISTURBANCE					
ORTHOPEDIC IMPAIRMENTS					
OTHER HEALTH IMPAIRMENTS					
SPECIFIC LEARNING DISABILITIES					
DEAF-BLINDNESS					
MULTIPLE DISABILITIES					
AUTISM					
TRAUMATIC BRAIN INJURY					
DEVELOPMENTAL DELAY ¹					
TOTAL:					

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION B (CONTINUED)

DISABILITY	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT) ¹		
	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME (PERCENT)	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME (PERCENT)	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME (PERCENT)
MENTAL RETARDATION			
HEARING IMPAIRMENTS			
SPEECH OR LANGUAGE IMPAIRMENTS			
VISUAL IMPAIRMENTS			
EMOTIONAL DISTURBANCE			
ORTHOPEDIC IMPAIRMENTS			
OTHER HEALTH IMPAIRMENTS			
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES			
AUTISM			
TRAUMATIC BRAIN INJURY			
DEVELOPMENTAL DELAY ²			
TOTAL:	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.
² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION B (continued)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT) ¹				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			ONLY ATTENDING A SPECIAL EDUCATION PROGRAM	
	(B1) SEPARATE CLASS (PERCENT)	(B2) SEPARATE SCHOOL (PERCENT)	(B3) RESIDENTIAL FACILITY (PERCENT)	(B4) SERVICE PROVIDER LOCATION (PERCENT)	(B5) HOME (PERCENT)
MENTAL RETARDATION					
HEARING IMPAIRMENTS					
SPEECH OR LANGUAGE IMPAIRMENTS					
VISUAL IMPAIRMENTS					
EMOTIONAL DISTURBANCE					
ORTHOPEDIC IMPAIRMENTS					
OTHER HEALTH IMPAIRMENTS					
SPECIFIC LEARNING DISABILITIES					
DEAF-BLINDNESS					
MULTIPLE DISABILITIES					
AUTISM					
TRAUMATIC BRAIN INJURY					
DEVELOPMENTAL DELAY ²					
TOTAL:	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION C: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY					
		AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME						
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME						
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME						
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS					
		(B2) SEPARATE SCHOOL					
		(B3) RESIDENTIAL FACILITY					
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION					
		(B5) HOME					
(C) TOTAL (OF ROWS A1 – B5)							

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SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY (PERCENT) ¹					
		AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME						100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 75% OF TIME						100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME						100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS					100%
		(B2) SEPARATE SCHOOL					100%
		(B3) RESIDENTIAL FACILITY					100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION					100%
		(B5) HOME					100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE	FEMALE	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		
		(B2) SEPARATE SCHOOL		
		(B3) RESIDENTIAL FACILITY		
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION		
		(B5) HOME		
(C) TOTAL (OF ROWS A1 - B5)				

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SECTION D (CONTINUED)

EDUCATIONAL ENVIRONMENT:		GENDER (PERCENT) ¹		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		100%
		(B2) SEPARATE SCHOOL		100%
		(B3) RESIDENTIAL FACILITY		100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION		100%
		(B5) HOME		100%
(C) TOTAL (OF ROWS A1 - B5)				100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		
		(B2) SEPARATE SCHOOL		
		(B3) RESIDENTIAL FACILITY		
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION		
		(B5) HOME		
(C) TOTAL (OF ROWS A1 - B5)				

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SECTION E (CONTINUED)

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		100%
		(B2) SEPARATE SCHOOL		100%
		(B3) RESIDENTIAL FACILITY		100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) SERVICE PROVIDER LOCATION		100%
		(B5) HOME		100%
(C) TOTAL (OF ROWS A1 - B5)				100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 5-21 BY DISABILITY

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1) 5-11	(2) 12-17	(3) 18-21	(4) 5-11	(5) 12-17	(6) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						
TOTAL:						

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION F (CONTINUED)

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF DAY			(D) SEPARATE SCHOOL		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						
TOTAL:						

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						
TOTAL:						

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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TABLE 3 (continued)
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
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SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEdic IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						
TOTAL:						

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) ¹							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 75-40% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE CLASS (PERCENT)	(E) SEPARATE SCHOOL (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITIES (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
MENTAL RETARDATION								
HEARING IMPAIRMENTS								
SPEECH OR LANGUAGE IMPAIRMENTS								
VISUAL IMPAIRMENTS								
EMOTIONAL DISTURBANCE								
ORTHOPEDIC IMPAIRMENTS								
OTHER HEALTH IMPAIRMENTS								
SPECIFIC LEARNING DISABILITIES								
DEAF-BLINDNESS								
MULTIPLE DISABILITIES								
AUTISM								
TRAUMATIC BRAIN INJURY								
DEVELOPMENTAL DELAY ²								
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.
² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY						
(B) INSIDE REGULAR CLASS 75-40% OF DAY						
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY						
(D) SEPARATE SCHOOL						
(E) RESIDENTIAL FACILITY						
(F) HOMEBOUND/HOSPITAL						
(G) CORRECTIONAL FACILITIES						
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS						
(I) TOTAL (OF ROWS A-H):						

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY (PERCENT) ¹					TOTAL (PERCENT)
	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY						100%
(B) INSIDE REGULAR CLASS 75-40% OF DAY						100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY						100%
(D) SEPARATE SCHOOL						100%
(E) RESIDENTIAL FACILITY						100%
(F) HOMEBOUND/HOSPITAL						100%
(G) CORRECTIONAL FACILITIES						100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS						100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 75-40% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL (OF ROWS A-H):			

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SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT	GENDER (PERCENT) ¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 75-40% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL (OF ROWS A-H):			100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION H: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 75-40% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL (OF ROWS A-H):			

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SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 75-40% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL (OF ROWS A-H):			100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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Appendix E: Report of Children with Disabilities Exiting Special Education (Table 4)

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TABLE 4

Specific Instructions

Sections A-E

In these tables, enter an unduplicated count of all children with disabilities, by age, disability category, race/ethnicity, **gender, and limited English proficiency (LEP) status**, who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period. States must use a 12-month interval for reporting exiting data, **from July 1, 2005 to June 30, 2006**. Place zeros (0) in categories where no children have exited the program. Enter (-9) for categories not used by the State.

- Row A. Transferred to regular education. Total who were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
- Row B. Graduated with regular high school diploma. Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
- Row C. Received a certificate. Total who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. If your State does not use certificates, enter -9 in the appropriate cells.
- Row D. Reached maximum age. Total who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- Row E. Died. Total who died.
- Row F. Moved, known to be continuing. Total who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This row includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- Row G. Dropped out. Total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This row includes dropouts, runaways, GED recipients,¹ expulsions, status

¹ In States where students may receive a GED without dropping out of school, these students may be reported as graduating with a diploma (Row B). These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported in Row G.



unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.

Row H. Total of rows (A) through (G).

Section A. Disability and Discrete Age by Basis of Exit

Report the number of students ages 14-21 who exited special education by age-year, disability category, and basis of exit.

Section B. Discrete Age by Basis of Exit

Report the total number of students ages 14-21 who exited special education by age-year and basis of exit. These figures must equal the sum of the data reported in Section A.

Section C. Race/ethnicity by Basis of Exit

Report the total number of students ages 14-21 who exited special education by race/ethnicity and basis of exit. These figures must equal the total data for ages 14-21 reported in Section B.

Section D. Gender by Basis of Exit

Report the total number of students ages 14-21 who exited special education by gender and basis of exit. These figures must equal the total data reported in Section B.

Section E. Limited English Proficiency Status by Basis of Exit

Report the total number of students ages 14-21 who exited special education by LEP status. These figures must equal the total data reported in Section B.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 USC Section 7801(A)(25).

LEP status should reflect the child's status as of the date of exit.



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TABLE 4
REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION FROM JULY 1, 2005 THROUGH JUNE 30, 2006

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SECTION A. DISCRETE AGE AND DISABILITY BY BASIS OF EXIT

BASIS OF EXIT:	MENTAL RETARDATION										HEARING IMPAIRMENTS									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERRED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION A (CONTINUED)

BASIS OF EXIT:	SPEECH OR LANGUAGE IMPAIRMENTS										VISUAL IMPAIRMENTS									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERRED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION A (CONTINUED)

BASIS OF EXIT:	EMOTIONAL DISTURBANCE										ORTHOPEDIC IMPAIRMENTS									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERRED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION A (CONTINUED)

BASIS OF EXIT:	OTHER HEALTH IMPAIRMENTS										SPECIFIC LEARNING DISABILITIES									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION A (CONTINUED)

BASIS OF EXIT:	DEAF-BLINDNESS										MULTIPLE DISABILITIES									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERRED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION A (CONTINUED)

BASIS OF EXIT:	AUTISM										TRAUMATIC BRAIN INJURY									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERED TO REGULAR EDUCATION																				
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																				
(C) RECEIVED A CERTIFICATE																				
(D) REACHED MAXIMUM AGE																				
(E) DIED																				
(F) MOVED, KNOWN TO BE CONTINUING																				
(G) DROPPED OUT																				
(H) TOTAL (OF ROWS A-G):																				

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SECTION B. DISCRETE AGE BY BASIS OF EXIT

BASIS OF EXIT:	ALL DISABILITIES									
	14	15	16	17	18	19	20	21	14-21 TOTAL	22+ (Optional)
(A) TRANSFERRED TO REGULAR EDUCATION										
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
© RECEIVED A CERTIFICATE										
(D) REACHED MAXIMUM AGE										
(E) DIED										
(F) MOVED, KNOWN TO BE CONTINUING										
(G) DROPPED OUT										
(H) TOTAL (OF ROWS A-G):										

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SECTION B (CONTINUED)

BASIS OF EXIT:	ALL DISABILITIES (PERCENT) ¹								
	14 (PERCENT)	15 (PERCENT)	16 (PERCENT)	17 (PERCENT)	18 (PERCENT)	19 (PERCENT)	20 (PERCENT)	21 (PERCENT)	14-21 TOTAL (PERCENT)
(A) TRANSFERRED TO REGULAR EDUCATION									100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA									100%
(C) RECEIVED A CERTIFICATE									100%
(D) REACHED MAXIMUM AGE									100%
(E) DIED									100%
(F) MOVED, KNOWN TO BE CONTINUING									100%
(G) DROPPED OUT									100%
(H) TOTAL (OF ROWS A-G):									100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION C. RACE/ETHNICITY BY BASIS OF EXIT

BASIS OF EXIT	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION						
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						
(C) RECEIVED A CERTIFICATE						
(D) REACHED MAXIMUM AGE						
(E) DIED						
(F) MOVED, KNOWN TO BE CONTINUING						
(G) DROPPED OUT						
(H) TOTAL (OF ROWS A-G):						

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SECTION C (CONTINUED)

BASIS OF EXIT	RACE/ETHNICITY (PERCENT) ¹					
	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)
(A) TRANSFERRED TO REGULAR EDUCATION						100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						100%
(C) RECEIVED A CERTIFICATE						100%
(D) REACHED MAXIMUM AGE						100%
(E) DIED						100%
(F) MOVED, KNOWN TO BE CONTINUING						100%
(G) DROPPED OUT						100%
(H) TOTAL (OF ROWS A-G):						100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION D. GENDER BY BASIS OF EXIT

BASIS OF EXIT:	GENDER		
	MALE	FEMALE	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

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SECTION D (CONTINUED)

BASIS OF EXIT:	GENDER (PERCENT) ¹		TOTAL (PERCENT)
	MALE (PERCENT)	FEMALE (PERCENT)	
(A) TRANSFERRED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

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SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) TRANSFERRED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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**Appendix F: Report of Children with Disabilities Subject to Disciplinary Removal
(Table 5)**

TABLE 5

General Instructions

1. Counts should cover the entire school year.
2. In Sections A through D, children should be reported (1) by disability, (2) by race/ethnicity, (3) by gender, and (4) by limited English proficiency status, respectively.
3. In Sections A through D, include children ages 3-21 served under Part B, IDEA. Age should be determined as of the child count date of the school year.
4. No sampling is permitted for this data collection.
5. **DO NOT PROVIDE PERCENTAGES IN SECTIONS A THROUGH E. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.**

Selected Definitions (See OSEP Data Dictionary for Additional Definitions)

Dangerous Weapon – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2½ inches in length (18 U.S.C. Section 930(g)(2)).

Disciplinary Removal – Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.

Drug Offenses – The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do NOT include use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

In-School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the supervision of school personnel.

Interim Alternative Educational Setting – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes.

Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative



educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. **The IEP team is responsible for determining the interim alternative educational setting.**

Serious Bodily Injury – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).

Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

Specific Instructions

Section A: Disciplinary Removal Type by Disability

In Section A, information is reported by disability category.

In column 1A, report the number of children ages 3-21 who were unilaterally removed for drug or weapons offenses (as defined above) by school personnel (NOT the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team). Children with more than one unilateral removal should be counted only once in column 1A.

Columns 1B, 1C, and 1D are counts of removals. Each child reported in column 1A should be reported at least once in columns 1B, 1C, or 1D.

In column 1B, report the total number of times the children reported in column 1A were unilaterally removed for drug offenses, as defined above.

In column 1C, report the total number of times the children reported in column 1A were unilaterally removed for weapons offenses, as defined above.

In column 1D, report the total number of times the children reported in column 1A were unilaterally removed for inflicting serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or LEA.

If a child reported in column 1A was unilaterally removed more than once then this child should be counted more than once in columns 1B, 1C, or 1D. If, in the course of a single incident, a child committed more than one type of offense, then report the child in each of the appropriate columns. For example, if the child committed both a drug offense and a weapon offense during the same incident, report the drug offense in column 1B and report the weapon offense in column 1C. Every child reported in columns 1B, 1C, and/or 1D should be counted once, and only once, in column 1A.

In column 2, report the number of children ages 3-21, who were removed to an interim alternative educational setting based on a hearing officer determination of likely injury to themselves or others. Children removed by a hearing officer more than once should be counted only once in column 2.

Column 3 is a report of children ages 3-21 with out-of-school suspensions or expulsions.



In column 3A, report the number of children ages 3-21 with out-of-school suspensions or expulsions summing to 10 days or more during the school year for any offense or combination of offenses. No child should be reported more than once in column 3A.

In column 3B, report the number children ages 3-21 with out-of-school suspensions or expulsions summing to 10 days or less during the school year for any offense or combination of offenses. No child should be reported more than once in column 3B.

NOTE: No child should be reported in both column 3A and column 3B. The sum of 3A and 3B is the total number of children with out-of-school suspensions or expulsions during the school year.

Column 4 is a report of children ages 3-21 with in-school suspensions or expulsions.

In column 4A, report the number of children ages 3-21 with in-school suspensions summing to 10 days or more during the school year for any offense or combination of offenses. No child should be reported more than once in column 4A.

In column 4B, report the number of children ages 3-21 with in-school suspensions summing to 10 days or less during the school year for any offense or combination of offenses. No child should be reported more than once in column 4B.

NOTE: No child should be reported in both column 4A and column 4B. The sum of 4A and 4B is the total number of children with in-school suspensions or expulsions during the school year.

NOTE: If a child has both in-school and out-of-school suspensions in the same school year, that same child can be reported in both column 3A or 3B and column 4A or 4B.

A child should be counted in only one of the first three columns (1A, 2, or 3) for the same offense. If a child is unilaterally removed for drugs and reported in column 1A, then do NOT report the child again in column 3 for the same incident. Similarly, if a child is removed by a hearing officer for likely injury and is reported in column 2, then do NOT report the child again in column 3 for the same incident.

A child who is subject to both an in-school and an out-of-school suspension for the same offense should be reported in both columns 3 and 4.

A child with more than one offense could be counted in more than one column (1A, 2, or 3). For example, a child who was unilaterally removed to an interim alternative educational setting and, later in the school year, was subject to an out-of-school suspension for more than 10 school days for a separate offense, should be reported in both column 1A and column 3.

Column 5 is a report of disciplinary removals. In column 5A, report the number of times any child with a disability was subject to any kind of disciplinary removal during the school year. When counting disciplinary removals, include in-school suspensions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by hearing officer for likely injury to self or others. Note that column 5A is a report of disciplinary events, NOT children. If a child has more than one disciplinary removal in the school year, then each removal should be reported in column 5A.



Report each child with a disciplinary removal only once in either column 5B, 5C, or 5D according to the cumulative number of days of removal during the school year.

In column 5B, report any child whose cumulative length of removal during the school year totaled more than 10 days.

In column 5C, report any child whose cumulative length of removal during the school year totaled between 2 and 10 days.

In column 5D, report any child whose cumulative length of removal during the school year totaled 1 day or less.

All children reported in columns 5B through 5D should have one or more disciplinary removals reported in column 5A. For example, a child who was suspended three times for three days each during the school year (a total of 9 days) should be reported 3 times in column 5A and once in column 5C.

NOTE: The sum of 5B, 5C, and 5D is the total number of children with one or more disciplinary removals during the school year. Each child reported in columns 1A, 2, 3, or 4 should be reported only ONCE in column 5B, 5C, or 5D, based on the cumulative number of days the child was removed during the school year.

Section B: Disciplinary Removal Type by Race/Ethnicity

The columns found in Section A are repeated in Section B. In Section B, however, data are reported by race/ethnicity categories.

Section C: Disciplinary Removal Type by Gender

The columns found in Section A are repeated in Section C. In Section C, you *must* report data in by gender.

Section D: Disciplinary Removal Type by Limited English Proficiency Status

The columns found in Section A are repeated in Section B. In Section C, You *must* report data in by limited English proficiency status.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 USC Section 7801(A)(25).

LEP status should reflect the child's status at the time of the removal.

Section E. Children Subject to Expulsion With and Without Educational Services by Disability Status

In column 6A, States *must* report the number of children with disabilities ages 3-21 and the number of children *without disabilities* (May change but be prepared) in grades K through 12 who were subject to expulsion (as defined above in Selected Definitions) during the school year and who received educational services during the expulsion.



In column 6B, States *must* report the number of children with disabilities ages 3-21 and the number of children without disabilities in grades K through 12 who did NOT receive educational services during the removal.

NOTE: Children with disabilities must receive educational services during any removal of more than 10 school days. The only children with disabilities who should be reported in column 6B are those who were removed for less than 10 school days after an expulsion (e.g., children with disabilities expelled under the Gun-Free Schools Act whose expulsions were modified to less than 10 school days).

Specific Instructions, Sections A through D

For each row in Sections A through D, the number reported in column 1A should be less than or equal to the sum of each row of columns 1B, 1C, and 1D.

For each row in Sections A through D, the sum of columns 5B, 5C, and 5D should be less than or equal to the sum of columns 1A, 2, 3A, 3B, 4A, and 4B.

The number reported in each column in row 14 (the total row) of Section A should equal the number reported in the corresponding total row for Section B, section C, and section D.

When calculating cumulative days of in- and out-of-school suspension, States must include all in- and out-of-school suspensions of a half school day in length and longer. States that are unable to record data on half-day basis should report all half-day suspensions as whole day suspensions. Do not include suspensions that are less than half a school day.



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TABLE 5, SECTION A

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION A. DISCIPLINARY REMOVAL TYPE BY DISABILITY

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	
1. Mental Retardation					
2. Hearing Impairments					
3. Speech or Language Impairments					
4. Visual Impairments					
5. Emotional Disturbance					
6. Orthopedic Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					
9. Deaf-Blindness					
10. Multiple Disabilities					
11. Autism					
12. Traumatic Brain Injury					
13. Developmental Delay ¹					
14. Total					

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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TABLE 5, SECTION A

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (PERCENT) ¹			
	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)
Disability				
1. Mental Retardation				
2. Hearing Impairments				
3. Speech or Language Impairments				
4. Visual Impairments				
5. Emotional Disturbance				
6. Orthopedic Impairments				
7. Other Health Impairments				
8. Specific Learning Disabilities				
9. Deaf-Blindness				
10. Multiple Disabilities				
11. Autism				
12. Traumatic Brain Injury				
13. Developmental Delay ²				
14. Total	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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TABLE 5, SECTION A (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ²
	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days (PERCENT) ¹
1. Mental Retardation					
2. Hearing Impairments					
3. Speech or Language Impairments					
4. Visual Impairments					
5. Emotional Disturbance					
6. Orthopedic Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					
9. Deaf-Blindness					
10. Multiple Disabilities					
11. Autism					
12. Traumatic Brain Injury					
13. Developmental Delay ²					
14. Total					

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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TABLE 5, SECTION A (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21		5. Disciplinary Removals		
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totalling 1 Day or Less	C. Number of Children with Disciplinary Removals Totalling 2-10 days	D. Number of Children with Disciplinary Removals Totalling >10 Days
1. Mental Retardation				
2. Hearing Impairments				
3. Speech or Language Impairments				
4. Visual Impairments				
5. Emotional Disturbance				
6. Orthopedic Impairments				
7. Other Health Impairments				
8. Specific Learning Disabilities				
9. Deaf-Blindness				
10. Multiple Disabilities				
11. Autism				
12. Traumatic Brain Injury				
13. Developmental Delay ¹				
14. Total				

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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TABLE 5, SECTION B

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION B. DISCIPLINARY REMOVAL TYPE BY RACE/ETHNICITY

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	
1. American Indian or Alaska Native					
2. Asian/Pacific Islander					
3. Black, non-Hispanic					
4. Hispanic					
5. White, non-Hispanic					
6. Total					

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TABLE 5, SECTION B

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21		1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (PERCENT) ¹		
Race/Ethnicity	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)
1. American Indian or Alaska Native				
2. Asian/Pacific Islander				
3. Black, non-Hispanic				
4. Hispanic				
5. White, non-Hispanic				
6. Total	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION B (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21		3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
Disability	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totalling >10 Days (PERCENT)	
1. American Indian or Alaska Native						
2. Asian/Pacific Islander						
3. Black, non-Hispanic						
4. Hispanic						
5. White, non-Hispanic						
6. Total						

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION B (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21		5. Disciplinary Removals		
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totalling 1 Day or Less	C. Number of Children with Disciplinary Removals Totalling 2-10 days	D. Number of Children with Disciplinary Removals Totalling >10 Days
1. American Indian or Alaska Native				
2. Asian/Pacific Islander				
3. Black, non-Hispanic				
4. Hispanic				
5. White, non-Hispanic				
6. Total				

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TABLE 5, SECTION C

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION C. DISCIPLINARY REMOVAL TYPE BY GENDER

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	
Gender					Number of Children
1. Male					
2. Female					
3. Total					

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (PERCENT) ¹			
	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)
Gender				
1. Male				
2. Female				
3. Total	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION C (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days (PERCENT)
Gender					
1. Male					
2. Female					
3. Total					100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION C (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totalling 1 Day or Less	C. Number of Children with Disciplinary Removals Totalling 2-10 days	D. Number of Children with Disciplinary Removals Totalling >10 Days
1. Male				
2. Female				
3. Total				

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TABLE 5, SECTION D

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION D. DISCIPLINARY REMOVAL TYPE BY LIMITED ENGLISH PROFICIENCY STATUS

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury Number of Children
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	
Limited English Proficiency Status					
1. Yes					
2. No					
3. Total					

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (PERCENT) ¹			
	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)
Limited English Proficiency Status				
1. Yes				
2. No				
3. Total	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION D (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	A. Number of Children with Out-of-School Suspension/Expulsions Totalling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totalling > 10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totalling >10 Days (PERCENT)
Limited English Proficiency Status					
1. Yes					
2. No					
3. Total					100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

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TABLE 5, SECTION D (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totalling 1 Day or Less	C. Number of Children with Disciplinary Removals Totalling 2-10 days	D. Number of Children with Disciplinary Removals Totalling >10 Days
Limited English Proficiency Status				
1. Yes				
2. No				
3. Total				

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TABLE 5, SECTION E

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2005-2006

STATE: _____

SECTION E. CHILDREN SUBJECT TO EXPULSION WITH AND WITHOUT EDUCATIONAL SERVICES BY DISABILITY STATUS

	6. Children Subject to Expulsion		PERCENT ¹
	A. Received Educational Services During Expulsion	B. Did Not Receive Educational Services During Expulsion	
1. Children with Disabilities Ages 3-21			
2. Children without Disabilities, Grades K-12			
3. Total			100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION. THESE WILL BE CALCULATED BY OSEP'S DATA TRANSMISSION SYSTEM.

ORIGINAL SUBMISSION/REVISION
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Appendix G: Report of the Participation and Performance of Students with Disabilities on State Assessments (Table 6)

STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS

DATE: **STATUS:** ORIGINAL SUBMISSION

Data are due February 1, 2006.

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland - AS04MD.XLS)
6. RED cells indicate computational errors or an error in reporting race/ethnicity. Sum totals for race/ethnicity must be equal to reported totals for exiting basis. **Please make sure there are NO RED CELLS before saving and submitting data.**
7. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

Troy Justesen, Acting Director
Office of Special Education Programs
U.S. Department of Education
Program Support Services Group
Mail Stop 2600
550 12th Street, SW
Washington, D.C. 20202-2600
Attn: Cheryl Broady



8. If you received your file by e-mail, please return electronic copies of completed DTS forms to Westat

IDEAdata@WESTAT.COM
Westat
1650 Research Blvd
RA 1204
Rockville, MD 20850-3159

If you have any questions or comments, please contact Westat at (888) 819-7024

U.S. DEPARTMENT OF EDUCATION
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OFFICE OF SPECIAL EDUCATION
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TABLE 8
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2004-2005

PAGE 1 OF 18
OMB NO. 1820-0659
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STATE: BI - BUR. OF INDIAN AFFAIRS

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
HIGH SCHOOL (SPECIFY GRADE:)	0	0

¹At a date as close as possible to the testing date.

CURRENT DATE:



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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 03/30/2007

2004-2005

STATE: BI - BUR. OF INDIAN AFFAIRS

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
HIGH SCHOOL :	0	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:



NASIS Requirements Definition Document (RDD)
Version 1.0
17 February 2006

U.S. DEPARTMENT OF EDUCATION
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OFFICE OF SPECIAL EDUCATION
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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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2004-2005

STATE: BI - BUR. OF INDIAN AF

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :	9	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:



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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
HIGH SCHOOL :	0	0	0	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :	0	0	0

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Reasons

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	9A ROW TOTAL ²							
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)												
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	9B ROW TOTAL ⁴								
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level ⁷	Achievement Level	SC ROW TOTAL ⁸							
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

⁷ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁸ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6)	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
HIGH SCHOOL :	9	0	0	0	0

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

Explanation

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
HIGH SCHOOL (SPECIFY GRADE): 9	0	0

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
HIGH SCHOOL :	0	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :	9	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E: PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
HIGH SCHOOL :	0	0	0	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 9	0	0	0

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Reasons

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)												
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	9A ROW TOTAL ²								
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).
² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	9B ROW TOTAL ⁴							
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.



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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												
GRADE LEVEL	TEST NAME	Achievement Level ⁹	Achievement Level	9C ROW TOTAL ⁸								
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 9		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

⁹ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁸ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standard was invalid.



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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
HIGH SCHOOL (SPECIFY GRADE:) 9	0	0	0	0	0

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

Explanation



Appendix H: Review Sheets for AYP for Various States

Arizona

**REVIEW SHEET FOR AYP
2004-2005**

SCHOOL:	Arizona	Grades							
1. Was there a 95% participation rate for:									
	YES	NO							
a. All									
b. LEP									
c. Special Education									
		<i>Is the "n" sufficient for calculations?</i> 40							
a. All									
b. LEP									
c. Sp. Ed.									
<small>RED CELL = doesn't meet minimum "n"</small>									
2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)									
3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All									
b. LEP									
c. SpEd									
	HS-35.8%	YES	NO						
a. All				a) Small School: up to 3 yrs ave. b) May use confidence interval: $UB99 = p + 2.33 \cdot \sqrt{p(1-p)/n}$ p = percent passing AIMS UB99 = upper confidence					
b. LEP									
c. SpEd									
4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All									
b. LEP									
c. SpEd									
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									
5. Attendance:			Met state requirement of: 90%						
			YES	NO					
a. All									
b. Limited English Proficient									
c. Special Education									
5. Graduation rate:			Met state requirement of: 71% or make 1% gain						
			YES	NO					
a. All									
b. Limited English Proficient									
c. Special Education									
6. Are there any red cells?			YES	NO					
North Dakota uses Reading and Language Arts for AYP (achievement)									
7. This school:			Did <input type="checkbox"/>	Did not <input type="checkbox"/>	Make AYP				

Prepared by: _____
 Reviewed by: _____
 Chief, CSI _____

Date: _____
 Date: _____
 Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Rock Point School	Arizona	Grades	K-12
---------------------------	---------	--------	------

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
		YES	NO		40
a. All	96.74%	X		a. All	X
b. LEP	96.68%	X		b. LEP	X
c. Special Education	91.67%		X	c. Sp. Ed.	X

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-63.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	41.26%		X	32.89%		X	32.67%		X
b. LEP	40.32%		X	22.03%		X	25.33%		X
c. SpEd			<40			<40			<40
	HS-35.8%	YES	NO						
a. All	51.12	X							
b. LEP	47.62	X							
c. SpEd									

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	43.83	X		32.32		X	36.46	X	
b. LEP	44.59	X		31.25		X	35.85	X	
c. SpEd			<40			<40			<40
	HS-25%	YES	NO						
a. All	49.62	X							
b. LEP	46.34	X							
c. SpEd									

5. Attendance: Met state requirement of: 90%			YES	NO
a. All			92%	X
b. Limited English Proficient			93%	X
c. Special Education			<40	

5. Graduation rate: Met state requirement of: 71% or make 1% gain			YES	NO
a. All			89%	X
b. Limited English Proficient			91%	X
c. Special Education			<40	

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	Make AYP
		X	

Average of 3 yrs data was used to determine AYP due to small n<40

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Rough Rock Community School	Arizona	Grades K-12
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1. Was there a 95% participation rate for:		is the "n" sufficient for calculations?	
	YES	NO	40
a. All	99.76% <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. LEP	99.45% <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Special Education	98.70% <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

See footnote below
RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced:
(Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		5th-43.3%		8th-42.5%	
	YES	NO	YES	NO	YES	NO	
a. All	36.25%	<input checked="" type="checkbox"/>	16.42%	<input checked="" type="checkbox"/>	11.36%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. LEP	22.54%	<input checked="" type="checkbox"/>	12.50%	<input checked="" type="checkbox"/>	11.36%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. SpEd	<40	<input type="checkbox"/>	<40	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>
HS-35.8%		YES	NO				
a. All	10.96%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	a) Small School: up to 3 yrs ave.			
b. LEP	8.96%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	b) May use confidence interval: $UB99=p + 2.33 \sqrt{p(1-p)/n}$			
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>	p=percent passing AIMS			
UB99 = upper confidence							

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		5th-33.3%		8th-22.5%	
	YES	NO	YES	NO	YES	NO	
a. All	40%	<input checked="" type="checkbox"/>	4.44%	<input checked="" type="checkbox"/>	4.55%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. LEP	35.21%	<input checked="" type="checkbox"/>	1.82%	<input checked="" type="checkbox"/>	4.55%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. SpEd	<40	<input type="checkbox"/>	<40	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>
HS-25%		YES	NO				
a. All	12.93%	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
b. LEP	3.08%	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>				

5. Attendance: Met state requirement of: 90%		YES		NO	
a. All	90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Limited English Proficient	90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special Education	87%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Graduation rate: Met state requirement of: 71% or make 1% gain		YES		NO	
a. All	67%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Limited English Proficient		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are there any red cells?		YES		NO	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. This school: Did Did not Make AYP
 AYP Calculations for 3rd and 5th Grade based on a three year average due to an n<40

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Cottonwood Day School	Arizona	K-8	Grades K-8
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1. Was there a 95% participation rate for:				is the "n" sufficient for calculations?	
		YES	NO		40
a. All	97%	X		a. All	
b. LEP	98%	X		b. LEP	
c. Special Education	85%		X	c. Sp. Ed.	

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	44.93%		X	33.77%		X	38.57%		X
b. LEP	46.97%		X	5.66%		X	47.62%	X	
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All				a) Small School: up to 3 yrs ave.					
b. LEP				b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$					
c. SpEd				p = percent passing AIMS					
UB99 = upper confidence									

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	33.90%		X	15.00%		X	40.28%	X	
b. LEP	35.00%		X	15.00%		X	40.30%	X	
c. SpEd	<40			<40			<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance: Met state requirement of: 90%			
		YES	NO
a. All	92.68	X	
b. Limited English Proficient	92.2	X	
c. Special Education	84.48		<40

5. Graduation rate: Met state requirement of: 71% or make 1% gain			
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

7. This school: Did Did not Make AYP

AYP Determined on three year average due to N<40 in all grades

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Pinon Boarding School

Small School Criteria Arizona

1. Was there a 35% participation rate for:		is the "n" sufficient for calculations?	
	YES	NO	
a. All	na		a. All 30
b. Limited English Proficient	na		b. LEP
c. Special Education	na		c. Sp. Ed.

RED CELL = doesn't meet minimum "n"

Progress on Diebels Reading First Assessment:
2 Students moved up from Intensive to Benchmark
1 Student moved up from Intensive to strategic
27 Students stayed the same
5 students moved down from Benchmark to Strategic or Strategic to Intensive

5. Did the school report attendance:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

6. Are there any red cells?		YES	NO

7. This school:	Did	X	Did not	Make AYP
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Progress in Reading was inadequate according to Reading First Analysis.

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Black Mesa Community School	Arizona	Grades K-8
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
		YES	NO	40	
a. All	100.00%	X		-	Three year average used when n<40
b. LEP	100.00%	X		-	
c. Special Education	100.00%	X		-	

2. % of Students with Language Arts Achievement that was proficient or advanced:
(Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	0.00%		X	17.65%		X	10.53%		X
b. LEP	<40			<40			<40		
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All									
b. LEP									
c. SpEd									

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	12.50%		X	23.53%		X	31.58%		X
b. LEP	<40			<40			<40		
c. SpEd	<40			<40			<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 90%
	YES NO
a. All	85.00% X
b. Limited English Proficient	85.00% X
c. Special Education	85.00% X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain
	YES NO
a. All	
b. Limited English Proficient	
c. Special Education	

6. Are there any red cells?	YES NO
	X

7. This school: Did Did not Make AYP

AYP Determination is based on three year average due to an n<40

Prepared by: _____ Date: _____
Reviewed by: _____ Date: _____
Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Nazlini Boarding School

BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		30
b. Limited English Proficient	X		58
c. Special Education	X		58
			c. Sp. Ed. <10

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	48.28%		X
b. Limited English Proficient	48.28%		X
c. Special Education	<10		

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	32.76%		X
b. Limited English Proficient	32.76%		X
c. Special Education	<10		

4. Math Achievement was 50.5% or better:		YES	NO
a. All	60.34%	X	
b. Limited English Proficient	60.34%	X	
c. Special Education	<10		

5. Did the school report attendance:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

5. Did the school report graduation rate:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP, if LA not available - use Reading

7. This school:		Did	Did not	Make AYP
		X		

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Lukachukai Community School Arizona K-8 Grades

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
	YES	NO		40	
a. All	110.00% <input checked="" type="checkbox"/>		a. All	<input checked="" type="checkbox"/>	Three year average used when n<40
b. LEP	99.58% <input checked="" type="checkbox"/>		b. LEP	<input checked="" type="checkbox"/>	
c. Special Education	100.00% <input checked="" type="checkbox"/>		c. Sp. Ed.	no	

2. % of Students with Language Arts Achievement that was proficient or advanced:
(Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	31.91%		<input checked="" type="checkbox"/>	13.33%		<input checked="" type="checkbox"/>	18.00%		<input checked="" type="checkbox"/>
b. LEP	31.11%		<input checked="" type="checkbox"/>	26.12%		<input checked="" type="checkbox"/>	29.91%		<input checked="" type="checkbox"/>
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All									
b. LEP									
c. SpEd									

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	19.15%		<input checked="" type="checkbox"/>	23.91%		<input checked="" type="checkbox"/>	28.00%	<input checked="" type="checkbox"/>	
b. LEP	17.78%		<input checked="" type="checkbox"/>	32.09%		<input checked="" type="checkbox"/>	56.03%	<input checked="" type="checkbox"/>	
c. SpEd	<40			<40					
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:		Met state requirement of: 90%	
		YES	NO
a. All	92.56%	<input checked="" type="checkbox"/>	
b. Limited English Proficient	92.56%	<input checked="" type="checkbox"/>	
c. Special Education	86.00%		<input checked="" type="checkbox"/>

5. Graduation rate:		Met state requirement of: 71% or make 1% gain	
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		<input checked="" type="checkbox"/>	

7. This school: Did Did not Make AYP

Three year average used for AYP Determination when n<40

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Many Farms High School	Arizona	Grades	9-12
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
		YES	NO	a. All	40
a. All	98.19%	X		b. LEP	124
b. LEP	95.92%	X		c. Sp. Ed.	114
c. Special Education	98.20%	X			13.00
RED CELL = doesn't meet minimum "n"					

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All									
b. LEP									
c. SpEd									
	HS-35.8%	YES	NO						
a. All	*27.42%	X		a) Small School: up to 3 yrs ave.					
b. LEP	23.68%		X	b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$					
c. SpEd	<40			p = percent passing AIMS					
UB99 = upper confidence									

* Passed confidence interval to make AYP for category

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All									
b. LEP									
c. SpEd									
	HS-25%	YES	NO						
a. All	*17.39%	X							
b. LEP	*17.39%	X							
c. SpEd	<40								

* Passed confidence interval to make AYP for category

5. Attendance:	Met state requirement of: 90%
	YES NO
a. All	
b. Limited English Proficient	
c. Special Education	

5. Graduation rate:	Met state requirement of: 71% or make 1% gain
	YES NO
a. All	48.51% X
b. Limited English Proficient	data missing X
c. Special Education	data missing X

6. Are there any red cells?	YES NO
	X

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Chinle Boarding School	Arizona	K - 8	Grades
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	96.67%	X				40	Three year average used when n<40
b. LEP	96.03%	X					
c. Special Education	97.55%	X					

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All	54.76%	X						38.18%		X				32.43%					X
b. LEP	56.10%	X						37.25%		X				29.79%					X
c. SpEd	<40							<40											
		HS-35.8%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All	83.33%	X						63.64%	X					54.42%	X				
b. LEP	82.93%	X						62.75%	X					53.47%	X				
c. SpEd																			
		HS-25%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All	92.16%	X
b. Limited English Proficient	92.10%	X
c. Special Education	92.50%	X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

6. Are there any red cells?	YES	NO
Arizona uses Reading and Language Arts for AYP (achievement)	X	

7. This school:	Did	Did not	Make AYP
		X	

Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



**REVIEW SHEET FOR AYP
2004-05**

SCHOOL: Jeehdeez'a Academy

BIA CRITERIA:

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
		YES	NO	BIA* =	
a. All	100.00%	X		30	
b. Limited English Proficient	100.00%	X		99	
c. Special Education	81.25%	X		99	
				16	

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			
		YES	NO
a. All	31.31%		X
b. Limited English Proficient	31.31%		X
c. Special Education	<30		

3. Reading Achievement was 50.5% or better:			
		YES	NO
a. All	20.20%		X
b. Limited English Proficient	20.20%		X
c. Special Education	<30		

4. Math Achievement was 50.5% or better:			
		YES	NO
a. All	31.31%		X
b. Limited English Proficient	30.93%		X
c. Special Education	<30		

5. Did the school report attendance:			
		YES	NO
a. All	X		
b. Limited English Proficient	X		
c. Special Education	X		

5. Did the school report graduation rate:			
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?	
YES	NO
X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:		Did	Did not	Make AYP
		X		

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Theodore Roosevelt	Arizona	Grades 6-5
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
	YES	NO	40		
a. All	92.86%	X	-	See Footnote Below	
b. LEP	92%	X	-		
c. Special Education	100%		<40		

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All							33.33%		X
b. LEP							30.63%		X
c. SpEd							<40		
	HS-35.8%	YES	NO						
a. All									
b. LEP									
c. SpEd									

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p=percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All							34.15%	X	
b. LEP							36.21%	X	
c. SpEd							<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 90%
	YES NO
a. All	86.20% X
b. Limited English Proficient	86.37% X
c. Special Education	85.74 X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain
	YES NO
a. All	
b. Limited English Proficient	
c. Special Education	

6. Are there any red cells?	YES NO
	X

7. This school:	Did	Did not	Make AYP
		X	

*AYP determination based on three year average due to n<40

Prepared by: _____ Date: _____
Reviewed by: _____ Date: _____
Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: San Simon School	Arizona	Grades K-8
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	40
a. All	X		a. All
b. LEP	X		b. LEP
c. Special Education	X		c. Sp. Ed.

*See Footnote
RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	26.92%		X	40.00%		X	30.30%		X
b. LEP	33.90%		X	27.03%		X			
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All									
b. LEP									
c. SpEd									

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	26.25%		X	38.57%	X		26.09%	X	
b. LEP	23.73%		X	29.73%		X			
c. SpEd	<40			<40			<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All	84.22%	X
b. Limited English Proficient	87.90%	X
c. Special Education	83.30%	X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	Make AYP
		X	

AYP Determination based on three year average due to <40 N

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Santa Rosa Boarding School	Arizona	Grades	K-8
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations? 40	
		YES	NO		
a. All	99.99%	x		a. All	* See Footnote
b. LEP	100.00%	x		b. LEP	
c. Special Education	100.00%	x		c. Sp. Ed.	

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	54.29%	x		26.76%		x	43.33%	x	
b. LEP	<40			<40			<40		
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All				a) Small School: up to 3 yrs ave.					
b. LEP				b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$					
c. SpEd				p = percent passing AIMS					
UB99 = upper confidence									

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	50.00%	x		40.00%	x		46.07%	x	
b. LEP	<40			<40			<40		
c. SpEd	<40			<40			<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 90%
	YES NO
a. All	86.00% Increase
b. Limited English Proficient	90.00%
c. Special Education	90.00%

5. Graduation rate:	Met state requirement of: 71% or make 1% gain
	YES NO
a. All	
b. Limited English Proficient	
c. Special Education	

6. Are there any red cells?	YES NO
	x

7. This school:	Did	Did not	Make AYP
		x	

AYP determination based on three year average for n<40

Prepared by: _____ Date: _____

Received by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Santa Rosa Ranch School

BIA CRITERIA:

1. Was there a 95% participation rate for:			YES	NO	Is the "n" sufficient for calculations?	
a. All	100.00%		X		BIA* =	30
b. Limited English Proficient	100.00%		X		a. All	35
c. Special Education	100.00%		X		b. LEP	6
					c. Sp. Ed.	5

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All		38.24%		X
b. Limited English Proficient		<30		
c. Special Education		<30		

3. Reading Achievement was 50.5% or better:			YES	NO
a. All		50.00%		X
b. Limited English Proficient		<30		
c. Special Education		<30		

4. Math Achievement was 50.5% or better:			YES	NO
a. All		72.73%	X	
b. Limited English Proficient		<30		
c. Special Education		<30		

5. Did the school report attendance:			YES	NO
a. All		98.00%	X	
b. Limited English Proficient		98.00%	X	
c. Special Education		98.00%	X	

5. Did the school report graduation rate:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Tohono O'odham High School	Arizona	Grades	High School
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1. Was there a 95% participation rate for:		YES		NO		is the "n" sufficient for calculations?	
a. All	100.00%			a. All	40		
b. LEP				b. LEP	66		
c. Special Education	100.00%			c. Sp. Ed.	21		

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All																			
b. LEP																			
c. SpEd																			
		HS-35.8%		YES		NO													
a. All	42.40%				X			a) Small School: up to 3 yrs ave. b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$ p = percent passing AIMS UB99 = upper confidence											
b. LEP																			
c. SpEd	<40																		

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All																			
b. LEP																			
c. SpEd																			
		HS-25%		YES		NO													
a. All	13.04%						X												
b. LEP																			
c. SpEd	<40																		

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All	95.23%	X
b. Limited English Proficient		
c. Special Education	100.00%	X

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	Make AYP
		X	

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Casa Blanca Community School	Arizona	K-4	Grade
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1. Was there a 95% participation rate for:		YES		NO		is the "n" sufficient for calculations?	
a. All	100.00%	X				a. All	54
b. LEP	100.00%	X				b. LEP	54
c. Special Education	96.15%	X				c. Sp. Ed.	9

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All	38.89%					X													
b. LEP	38.89%					X													
c. SpEd	<40																		
		HS-35.8%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

a) Small School: up to 3 yrs ave.
b) May use confidence Interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All	48.15%					X													
b. LEP	48.15%					X													
c. SpEd	<40																		
		HS-25%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

5. Attendance:	Met state requirement of: 90%				
		YES		NO	
a. All	89.80%				X
b. Limited English Proficient	89.70%				X
c. Special Education	87.80%				X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain				
		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	Make AYP
		X	

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Salt River Day School	Arizona	K-6	Grades
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	100.00%	X				30	
b. LEP	100%	X				*	*Three year total due to n<40
c. Special Education	100%	X				<40	*Three year total due to n<40
RED CELL = doesn't meet minimum "n"							

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All	49.04%			X				53.54%	X										
b. LEP	52.17%			X				44.16%	X										
c. SpEd	<40							<40											
		HS-35.8%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			
a) Small School: up to 3 yrs ave. b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$ p = percent passing AIMS UB99 = upper confidence																			

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All	52.21%	X						25.81%			X								
b. LEP	46.72%	X						19.48%			X								
c. SpEd	<40							<40											
		HS-25%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All	92.00%	X
b. Limited English Proficient	91.00%	X
c. Special Education	90.00%	X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	X	Make AYP
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Three year average used for making AYP determination due to n<40.

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Gila Crossing School	Arizona	K-8	Grades
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	96.71%			a. All	30		
b. LEP	100.00%			b. LEP	115		
c. Special Education	96.04%			c. Sp. Ed.	78		
							23

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:									
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES	NO
a. All	25.58%		X	20.42%		X	44.44%	X	
b. LEP	47.69%		X	21.11%		X	46.15%	X	
c. SpEd	<40			<40			<40		
	HS-35.8%	YES	NO						
a. All				a) Small School: up to 3 yrs ave.					
b. LEP				b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$					
c. SpEd				p = percent passing AIMS					
				UB99 = upper confidence					

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES	NO
a. All	27.27%		X	14.53%		X	40.23%	X	
b. LEP	44.04%		X	16.68%		X	47.46%	X	
c. SpEd	<40			<40			<40		
	HS-25%	YES	NO						
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All	90.00%	X
b. Limited English Proficient	90.00%	X
c. Special Education	90.00%	X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	Did not	Make AYP
		X	

Three year averages were used at some grade levels to determine AYP due to n<40

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL:	Arizona	Grades
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All						30	
b. LEP						RED CELL = doesn't meet minimum "n"	
c. Special Education							

2. % of Students with Language Arts Achievement that was proficient or advanced:
(Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All																			
b. LEP																			
c. SpEd																			
		HS-35.8%		YES		NO													
a. All				a) Small School: up to 3 yrs ave.															
b. LEP				b) May use confidence Interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$															
c. SpEd				p = percent passing AIMS															
				UB99 = upper confidence															

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All																			
b. LEP																			
c. SpEd																			
		HS-25%		YES		NO													

5. Attendance:	Met state requirement of:	90%			
		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

5. Graduation rate:	Met state requirement of:	71% or make 1% gain			
		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

6. Are there any red cells?	YES		NO	
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North Dakota uses Reading and Language Arts for AYP (achievement)

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP 2004-2005

SCHOOL: John F. Kennedy School Arizona Grades K - 8

1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	96.27%	X				a. All	40
b. LEP	100.00%	X				b. LEP	*
c. Special Education	89.66%			X		c. Sp. Ed.	*

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced:
(Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:		3rd-53.3%		YES		NO		5th-43.3%		YES		NO		8th-42.5%		YES		NO	
a. All	*40.00%	X				50.00%	X				*32.89%	X							
b. LEP	<40					*30.00%	X				31.25%								X
c. SpEd	<40					<40					<40								
		HS-35.8%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

a) Small School: up to 3 yrs ave.
b) May use confidence Interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

* Made AYP using the Confidence Interval

4. % of Students with Math Achievement that was proficient or advanced:		3rd-43.3%		YES		NO		5th-33.3%		YES		NO		8th-22.5%		YES		NO	
a. All	48.33%	X				39.44%	X				52.13%	X							
b. LEP	<40					<40					49.18%	X							
c. SpEd	<40					<40					<40								
		HS-25%		YES		NO													
a. All																			
b. LEP																			
c. SpEd																			

5. Attendance:		Met state requirement of: 90%			
		YES		NO	
a. All		93%	X		
b. Limited English Proficient		91%	X		
c. Special Education		89%		X	

5. Graduation rate:		Met state requirement of: 71% or make 1% gain			
		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

6. Are there any red cells?		YES		NO	
		X			

Arizona uses Reading and Language Arts for AYP (achievement)

7. This school: Did Did not Make AYP

AYP Percentages are based on Three Year Average due to current n size <40

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Cibecue Community School	Arizona	Grades K - 12
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
		YES	NO	40
a. All	100.00%	X		See Footnote Below
b. LEP	100%	X		
c. Special Education	100%	X		

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (Arizona does not use LA)

3. % of Students with Reading Achievement that was proficient or advanced:								
	3rd-53.3%	YES	NO	5th-43.3%	YES	NO	8th-42.5%	YES
a. All	32.56%		X	17.78%		X	18.18%	
b. LEP	29.07%		X	21.31%		X	14.29%	
c. SpEd	<40			<40			<40	
	HS-35.8%	YES	NO					
a. All	20.59%		X					
b. LEP	<40							
c. SpEd	<40							

a) Small School: up to 3 yrs ave.
b) May use confidence interval: $UB99 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing AIMS
UB99 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:								
	3rd-43.3%	YES	NO	5th-33.3%	YES	NO	8th-22.5%	YES
a. All	25.56%		X	32.22		X	26.47%	X
b. LEP	25.61%		X	35.59	X		<40	
c. SpEd	<40			<40			<40	
	HS-25%	YES	NO					
a. All	26.47%	X						
b. LEP	<40							
c. SpEd	<40							

5. Attendance:	Met state requirement of: 90%	
	YES	NO
a. All	98.20%	X
b. Limited English Proficient	90.33%	X
c. Special Education	91.49%	X

5. Graduation rate:	Met state requirement of: 71% or make 1% gain	
	YES	NO
a. All	28.05%	X
b. Limited English Proficient	*50%	X
c. Special Education	0%	

*Made over a 1% gain

6. Are there any red cells?	YES	NO
Arizona uses Reading and Math for AYP (achievement)	X	

7. This school:	Did	Did not	X	Make AYP
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*AYP determination based on three year average due to n<40

Prepared by: _____ Date: _____
Reviewed by: _____ Date: _____
Chief, CSI _____ Date: _____



Idaho

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Coeur D'Alene Tribal School		IDAHO		Grades: K - 8	
1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
	YES	NO		30	
a. All	X		a. All	36	
b. Limited English Proficient	X		b. LEP	<30	
c. Special Education	X		c. Sp. Ed.	<30	
RED CELL = doesn't meet minimum "n"					
2. Language Usage Achievement was 66% or better:					
Used as an additional indicator for both Elem.					
	2004	2005	YES	NO	
a. All	28.47%	*30.56%	X		
b. Limited English Proficient		<30			
c. Special Education		<30			
* Idaho allows for AYP if there is 10% improvement from 2004 to 2005					
3. Reading Achievement was 72% or better:					
	2004	2005	YES	NO	
a. All	24.24%	*38.12%	X		
b. Limited English Proficient		<30			
c. Special Education		<30			
* Idaho allows for AYP if there is 10% improvement from 2004 to 2005					
4. Math Achievement was 60% or better:					
	2004	2005	YES	NO	
a. All	30.30%	*44.45%	X		
b. Limited English Proficient		<30			
c. Special Education		<30			
* Idaho allows for AYP if there is 10% improvement from 2004 to 2005					
5. Did the school report attendance:					
			YES	NO	
a. All		91.76%			
b. Limited English Proficient		90.00%			
c. Special Education		90.00%			
5. Graduation rate is either 90% or better or there is an increase over preceeding year:					
			YES	NO	
a. All					
b. Limited English Proficient					
c. Special Education					
6. Are there any red cells?					
	YES	NO			
		X			
7. This school: X Did Did not Make AYP					

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Shoshone Bannock School District	IDAHO	Grades: 7-12
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	
a. All	X		a. All 30
b. Limited English Proficient	NA		b. LEP 57
c. Special Education	X		c. Sp. Ed. 18

RED CELL = doesn't meet minimum "n"

2. Language Usage Achievement was 66% or better: <i>Used as an additional indicator for both Elem and HS</i>		YES	NO
a. All	31.58%	X*	
b. Limited English Proficient	na		
c. Special Education	33.33%		<30

*Safe Harbor

3. Reading Achievement was 72% or better:		YES	NO
a. All	43.86%	X*	
b. Limited English Proficient	na		
c. Special Education	72.22%	<30	

4. Math Achievement was 60% or better:		YES	NO
a. All	39.29%	X*	
b. Limited English Proficient	na		
c. Special Education	33.33%		<30

5. Graduation rate is either 90% or better or there is an increase over preceeding year:		YES	NO
a. All	58.53%	X*	
b. Limited English Proficient			
c. Special Education	50%		<30

*Increased 1.53%

	YES	NO
6. Are there any red cells?		X

7. This school:	X If	Did	Did not	Make AYP
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Prepared by: _____ Date: _____

Revised by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Shoshone Bannock School Distric	IDAHO	Grades: 7-12
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	
a. All	X		a. All 30
b. Limited English Proficient	NA		b. LEP 57
c. Special Education	X		c. Sp. Ed. 13

RED CELL = doesn't meet minimum "n"

2. Language Usage Achievement was 66% or better: <i>Used as an additional indicator for both Elem and HS</i>		YES	NO
a. All	31.58%	X*	
b. Limited English Proficient	na		
c. Special Education	33.33%		<30

*Safe Harbor

3. Reading Achievement was 72% or better:		YES	NO
a. All	43.86%	X*	
b. Limited English Proficient	na		
c. Special Education			<30

*Safe Harbor

4. Math Achievement was 60% or better:		YES	NO
a. All	39.29%	X*	
b. Limited English Proficient	na		
c. Special Education	33.33%		<30

*Safe Harbor

5. Graduation rate is either 90% or better or there is an increase over preceeding year:		YES	NO
a. All	58.53%	X*	
b. Limited English Proficient			
c. Special Education	50%		<30

*Increased 1.53%

	YES	NO
6. Are there any red cells?		X*

7. This school:	X	Did		Did not	Make AYP
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Prepared by: _____ Date: _____

Reveiled by: _____ Date: _____

Chief, CSI _____ Date: _____



Iowa

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Meskwaki	Iowa	Grades: K-10
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	Iowa	40
a. All	100.00%	X		a. All	20.00%
b. Limited English Profici	na			b. LEP	na
c. Special Education	100.00%	X		c. Sp. Ed.	<40

RED CELL = doesn't meet minimum "n"

2. Reading Achievement was 70% or better:			YES	NO
a. All*		67.00%	X	
b. Limited English Proficient		na		
c. Special Education		<40		

* Due to small size the confidence band provided by Iowa Department of Education was used.

3. Math Achievement was 70% or better:			YES	NO
a. All		85.00%	X	
b. Limited English Proficient		na		
c. Special Education		<40		

* Due to small size the confidence band provided by Iowa Department of Education was used.

4. Attendance rate at least state average%		Elem	HS	
		YES	YES	NO
a. All		93.00%	91.00%	
b. Limited English Proficient				
c. Special Education				

5. Graduation Rate at least :			YES	NO
a. All		na		
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
			X

7. This school:	X	Did	Did not	Make AYP
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* Iowa Department of Education provided technical assistance.

Prepared by: _____ Date: _____

Revised by: _____ Date: _____

Chief, CSI _____ Date: _____



Louisiana

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Chitimacha Tribal School	Louisiana	Grades: K-8
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	
a. All	X		10
b. Limited English Proficient	X		12
c. Special Education	X		*
			See below
			3

RED CELL = doesn't meet minimum "n"

2. Language Usage Achievement was 47.4% or better:			
		YES	NO
a. All	75.00%	X	
b. Limited English Proficient			
c. Special Education	66.70%	X	

3. Math Achievement was 41.8% or better:			
		YES	NO
a. All	75%	X	
b. Limited English Proficient			
c. Special Education	66.7	X	

4. Did the school report attendance			
		YES	NO
a. All	95.90%	X	
b. Limited English Proficient			
c. Special Education	96.10%	X	

6. Are there any red cells?		YES	NO
			X

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	X	Did	Did not	Make AYP
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*AYP Determination made by State of Louisiana. Indicated that the school has achieved at an exceptional level.

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Afachkee Day School

 X BIA CRITERIA:

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculation	
		YES	NO	BIA* =	
a. All	100.00%	X		a. All	30
b. Limited English Proficient	100.00%	X		b. LEP	71
c. Special Education	100.00%	X		c. Sp. Ed.	29

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			
		YES	NO
a. All	71.83%	X	
b. Limited English Proficient	58.62%	<30	
c. Special Education	60.87%	<30	

3. Reading Achievement was 50.5% or better:			
		YES	NO
a. All	67.61%	X	
b. Limited English Proficient	58.62%	<30	
c. Special Education	52.71%	<30	

4. Math Achievement was 50.5% or better:			
		YES	NO
a. All	77.46%	X	
b. Limited English Proficient	68.97%	<30	
c. Special Education	60.87%	<30	

5. Did the school report attendance:			
		YES	NO
a. All	91.00%	X	
b. Limited English Proficient	92.00%	X	
c. Special Education	92.00%	X	

5. Did the school report graduation rate:			
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
			X

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



Michigan

REVIEW SHEET FOR AYP
2004-2005

SCHOOL: J.K. Lumsden Bahweting PSA	Michigan	Grades
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
	YES	NO		30	
a. All				a. All	
b. LEP				b. LEP	
c. Special Education				c. Sp. Ed.	

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced:									
	Elem. 48%	YES	NO	Mid 43%	YES	NO	High 52%	YES	NO
a. All									
b. LEP									
c. SpEd									

3. % of Students with Reading Achievement that was proficient or advanced:		
a. All	<i>Michigan does not use Reading for AYP</i>	<i>May use "safe harbor" if statistically reliable. Sliding confidence interval</i>
b. LEP		
c. SpEd		

4. % of Students with Math Achievement that was proficient or advanced:									
	Elem 56%	YES	NO	Mid 43%	YES	NO	High 44%	YES	NO
a. All									
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 85% or reduce by 10% the gap between current and target.		
	YES	NO	
a. All			
b. Limited English Proficient			
c. Special Education			

5. Graduation rate:	Met state requirement of: 80% or growth		
	YES	NO	
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?	YES	NO

7. This school: Did* X Did not Make AYP

*Based on attached Michigan Report Card

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



Minnesota

REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Bug-O-Nay-Ge Shig School	Minnesota	Grades K - 12
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?			
		YES	NO				
a. All	98.75%	X		a. All	*	20	
b. LEP	100%	X		b. LEP	*	40	
c. Special Education	85.71%		X	c. Sp. Ed.	*	40	

RED CELL = doesn't meet minimum "n"

2. % of Students with Reading Achievement that was proficient or advanced:									
	3rd 68.5%	YES	NO	5th 72.9%	YES	NO	7th 77.8%	YES	NO
a. All	*43.33%	X		*57.14%	X		19.35%		X
b. LEP	*34.88%	X		<40			<40		
c. SpEd	<40			<40			<40		
* Made AYP due to Safe Harbor: Decreased non-Proficient by 10%									
	10th 82.3%	YES	NO						
a. All	*46.67%	X							
b. LEP	<40								
c. SpEd	<40								
* Made AYP due to Safe Harbor: Decreased non-Proficient by 10%									

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd 69.6%	YES	NO	5th 68.9%	YES	NO	7th 76.1%	YES	NO
a. All	*56.67%	X		*42.86%	X		29.03%		X
b. LEP	*30.23%	X		<40			<40		
c. SpEd	<40			<40			<40		
* Made AYP due to Safe Harbor: Decreased non-Proficient by 10%									
	11th 76.7%	YES	NO						
a. All	*18.52%	X							
b. LEP	<40								
c. SpEd	<40								

5. Attendance:		Met state requirement of: 90%	
		YES	NO
a. All	*	88%	X
b. Limited English Proficient	*	88%	X
c. Special Education	*	91%	X
* Made AYP due to a 0.1 percentage point increase from prior year			

5. Graduation rate:		Met state requirement of: 80%	
		YES	NO
a. All	*	52.00%	X
b. Limited English Proficient	*	12.00%	X
c. Special Education	*	16.00%	X
* Made AYP due to a 0.1 percentage point increase from prior year			

6. Are there any red cells?		YES	NO
		X	

7. This school: Did Did not Make AYP

If n < 40 then up to three year average used to calculate AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Nay Ah Shing School	Minnesota	Grades K - 12
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	20
a. All	100%	X	*
b. LEP	100%	X	*
c. Special Education	100%	X	*

*Two Years Data used to make n>20

RED CELL = doesn't meet minimum "n"

2. % of Students with Reading Achievement that was proficient or advanced:									
	3rd 88.6%	YES	NO	6th 72.9%	YES	NO	7th 77.8%	YES	NO
a. All	25.71%		X	25%		X	16.12%		X
b. LEP									
c. SpEd									

*Two years of data used to make n>20 as provided for in Section 5.4 of the Minnesota Accountability Workbook

	10th 82.8%	YES	NO
a. All	47.36%		X
b. LEP			
c. SpEd			

Workbook

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd 88.6%	YES	NO	6th 88.9%	YES	NO	7th 78.1%	YES	NO
a. All				14.28%		X	12.50%		X
b. LEP									
c. SpEd									

*Two years of data used to make n>20 as provided for in Section 5.4 of the Minnesota Accountability Workbook

	11th 78.7%	YES	NO
a. All	14.28%		X
b. LEP			
c. SpEd			

5. Attendance:	Met state requirement of: 90%	YES	NO
a. All	91%	X	
b. Limited English Proficient			
c. Special Education	91%	X	

5. Graduation rate:	Met state requirement of: 80%	YES	NO
a. All	62.00%		X
b. Limited English Proficient			
c. Special Education	63.00%		X

6. Are there any red cells?	YES	NO
	X	

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Fond Du Lac Ojibwe School	Minnesota	Grades K - 12
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
	YES	NO			
a. All	97% <input checked="" type="checkbox"/>	<input type="checkbox"/>	a. All	<input checked="" type="checkbox"/>	20
b. LEP	100% <input checked="" type="checkbox"/>	<input type="checkbox"/>	b. LEP	<input checked="" type="checkbox"/>	40
c. Special Education	85.71% <input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Sp. Ed.	<input checked="" type="checkbox"/>	40

RED CELL = doesn't meet minimum "n"

2. % of Students with Reading Achievement that was proficient or advanced:									
	3rd 66.5%	YES	NO	5th 72.9%	YES	NO	7th 77.8%	YES	NO
a. All	46.15%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	29.17%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	28.57%	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. LEP	<40	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>
10th 82.3%									
a. All	26.92%	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
b. LEP	N/A	<input type="checkbox"/>	<input type="checkbox"/>						
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>						

4. % of Students with Math Achievement that was proficient or advanced:									
	3rd 69.6%	YES	NO	5th 68.3%	YES	NO	7th 76.1%	YES	NO
a. All	*46.15%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	*20.83%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	18.52%	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. LEP	<40	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>	<40	<input type="checkbox"/>	<input type="checkbox"/>
* Made AYP due to Safe Harbor: Decreased non-Proficient by 10%									
11th 76.7%									
a. All	20.08%	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
b. LEP	N/A	<input type="checkbox"/>	<input type="checkbox"/>						
c. SpEd	<40	<input type="checkbox"/>	<input type="checkbox"/>						

5. Attendance: Met state requirement of: 90%		
	YES	NO
a. All	86%	<input checked="" type="checkbox"/>
b. Limited English Proficient	87%	<input checked="" type="checkbox"/>
c. Special Education	84%	<input checked="" type="checkbox"/>

* Made AYP due to a 0.1 percentage point increase from prior year

5. Graduation rate: Met state requirement of: 80%		
	YES	NO
a. All	80.00%	<input checked="" type="checkbox"/>
b. Limited English Proficient	N/A	<input type="checkbox"/>
c. Special Education	100.00%	<input checked="" type="checkbox"/>

6. Are there any red cells?	
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

7. This school: Did Did not Make AYP

If n < 40 then up to three year average used to calculate AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



Circle of Life

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Circle of Life

X BIA CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	BIA* =	30
a. All	95.35%	X		a. All	43
b. Limited English Proficient	100.00%	X		b. LEP	19
c. Special Education	100.00%	X		c. Sp. Ed.	10

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All	68.29%	X		
b. Limited English Proficient	<30			
c. Special Education	<30			

3. Reading Achievement was 50.5% or better:			YES	NO
a. All	68.29%	X		
b. Limited English Proficient	<30			
c. Special Education	<30			

4. Math Achievement was 50.5% or better:			YES	NO
a. All	70.21%	X		
b. Limited English Proficient	<30			
c. Special Education	<30			

5. Did the school report attendance:			YES	NO
a. All	87.00%	X		
b. Limited English Proficient	87.00%	X		
c. Special Education	87.00%	X		

5. Did the school report graduation rate:			YES	NO
a. All	81.00%	X		
b. Limited English Proficient	50.00%	X		
c. Special Education	33.00%	X		

6. Are there any red cells?			YES	NO
				X

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	X	Did		Did not	Make AYP
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Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



Montana

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Northern Cheyenne Tribal

Montana

CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	MT =
a. All	100%		30
b. Limited English Proficient	100%		40
c. Special Education	100%		40

RED CELL = doesn't meet minimum "n"

2. Language Arts not AYP Indicator		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

3. Reading Achievement was 55% or better:		YES	NO
a. All	31.31%		X
b. Limited English Proficient			
c. Special Education	13.69%		<40

3 year average

4. Math Achievement was 40% or better:		YES	NO
a. All	22.99%		x
b. Limited English Proficient			
c. Special Education	8%		<40

5. Did the school report attendance: 80%		YES	NO
a. All	78%		X
b. Limited English Proficient			
c. Special Education			

5. Did the school report graduation rate: 80% or 10% growth		YES	NO
a. All	70%		X
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: St. Stephens Indian School

 X BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	100%		30
b. Limited English Proficient	100%		47
c. Special Education	100%		7

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	81.07%	X	
b. Limited English Proficient	NA	NA	
c. Special Education	14.29%		<30

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	53.91%	X	
b. Limited English Proficient	NA	NA	
c. Special Education	0%		<30

4. Math Achievement was 50.5% or better:		YES	NO
a. All	51.06%	X	
b. Limited English Proficient	NA	NA	
c. Special Education	0%		<30

5. Did the school report attendance:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

5. Did the school report graduation rate:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

6. Are there any red cells?		YES	NO
			X

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	X	Did		Did not	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



New Mexico

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Navajo Prep CRITERIA X BIA STATE _____

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES NO	BIA* =	State* =
a. All	96.70% <input checked="" type="checkbox"/> <input type="checkbox"/>	30	0
b. Limited English Proficient		182	0
c. Special Education		na	0
		na	0

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		Met state requirement of:	
	YES NO	enter state	
a. All	96.02% <input checked="" type="checkbox"/> <input type="checkbox"/>	YES	NO
b. Limited English Proficient			
c. Special Education			

3. Reading Achievement was 4: 50.5% or better:		Met state requirement of:	
	YES NO	enter state	
a. All	99.77% <input checked="" type="checkbox"/> <input type="checkbox"/>	YES	NO
b. Limited English Proficient			
c. Special Education			

4. Math Achievement was 50.5% or better:		Met state requirement of:	
	YES NO	YES	NO
a. All	91.48% <input checked="" type="checkbox"/> <input type="checkbox"/>		
b. Limited English Proficient			
c. Special Education			

5. Did the school report attendance:		Met state requirement of:	
	YES NO	YES	NO
a. All	95.10% <input checked="" type="checkbox"/> <input type="checkbox"/>		
b. Limited English Proficient	na		
c. Special Education			

5. Did the school report graduation rate:		Met state requirement of:	
	YES NO	YES	NO
a. All	99% <input checked="" type="checkbox"/> <input type="checkbox"/>		
b. Limited English Proficient			
c. Special Education			

Complete second sheet as needed when using state indicators

6. Are there any red cells?	YES NO
	<input type="checkbox"/> <input checked="" type="checkbox"/>

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
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Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



2004-2005

SCHOOL: Aneth Community School CRITERIA: X BIA STATE: _____

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?			
		YES	NO	BIA* =	30	State* =	0
a. All	98.15%	X		a. All	104		0
b. Limited English Proficient	100%	X		b. LEP	99		0
c. Special Education	90.91%		X	c. Sp. Ed.	22		0

RED CELL - doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:				Met state requirement of:		enter state
		YES	NO	YES	NO	
a. All	57%	X				
b. Limited English Proficient	52.53%	X				
c. Special Education	<30					

3. Reading Achievement was 50.5% or better:				Met state requirement of:		enter state
		YES	NO	YES	NO	
a. All	35%		X	a. All		
b. Limited English Proficient	31.31%		X	b. L E P		
c. Special Education	<30			c. Special Education		

4. Math Achievement was 50.5% or better:				Met state requirement of:		
		YES	NO	YES	NO	
a. All	41%		X	a. All		
b. Limited English Proficient	37.37%		X	b. L E P		
c. Special Education	<30			c. Special Education		

5. Did the school report attendance:				Met state requirement of:		
		YES	NO	YES	NO	
a. All	92%	X		a. All		
b. Limited English Proficient	92%	X		b. L E P		
c. Special Education	92%	X		c. Special Education		

5. Did the school report graduation rate:				Met state requirement of:		
		YES	NO	YES	NO	
a. All				a. All		
b. Limited English Proficient				b. L E P		
c. Special Education				c. Special Education		

Complete second sheet as needed when using state indicators

6. Are there any red cells?			
		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
------------------------	-----	---	---------	----------

Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Red Rock Day School

X BIA CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	BIA* =	
a. All	95.68%	X		a. All	30
b. Limited English Profici	96.40%	X		b. LEP	139
c. Special Education	100.00%	X		c. Sp. Ed.	21

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All		63.91%	X	
b. Limited English Proficient		64.93%	X	
c. Special Education		<30		

3. Reading Achievement was 50.5% or better:			YES	NO
a. All		49.62%		X
b. Limited English Proficient		49.62%		X
c. Special Education		<30		

4. Math Achievement was 50.5% or better:			YES	NO
a. All		63.16%	X	
b. Limited English Proficient		63.16%	X	
c. Special Education		<30		

5. Did the school report attendance:			YES	NO
a. All		98.00%	X	
b. Limited English Proficient		98.00%	X	
c. Special Education		98.00%	X	

5. Did the school report graduation rate:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	X	Did		Did not	Make AYP
-----------------	---	-----	--	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: T'is Nazbas Community School

X BIA CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	BIA* =	30
a. All	99.35%	X		a. All	153
b. Limited English Profici	100.00%	X		b. LEP	86
c. Special Education	91.88%	X		c. Sp. Ed.	40

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All	60.78%	X		
b. Limited English Proficient	53.18%	X		
c. Special Education	30.00%		X	

3. Reading Achievement was 50.5% or better:			YES	NO
a. All	29.95%		X	
b. Limited English Proficient	18.28%		X	
c. Special Education	5.00%		X	

4. Math Achievement was 50.5% or better:			YES	NO
a. All	20.39%		X	
b. Limited English Proficient	18.28%		X	
c. Special Education	2.50%		X	

5. Did the school report attendance:			YES	NO
a. All	91.00%	X		
b. Limited English Proficient	91.00%	X		
c. Special Education	91.00%	X		

5. Did the school report graduation rate:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?			YES	NO
			X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Cove Day School

X BIA CRITERIA:

1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	100.00%	X				BIA* =	30
b. Limited English Proficient NA						a. All	33
c. Special Education	100.00%	X				b. LEP	na
						c. Sp. Ed.	7

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES		NO	
a. All		42.42%		X	
b. Limited English Proficient		na			
c. Special Education		<30			

3. Reading Achievement was 50.5% or better:		YES		NO	
a. All		38.38%		X	
b. Limited English Proficient		na			
c. Special Education		<30			

4. Math Achievement was 50.5% or better:		YES		NO	
a. All		45.45%		X	
b. Limited English Proficient		na			
c. Special Education		<30			

5. Did the school report attendance:		YES		NO	
a. All		95.00%	X		
b. Limited English Proficient					
c. Special Education		85.00%	X		

5. Did the school report graduation rate:		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

6. Are there any red cells?		YES		NO	
		X			

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:		Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Dibe Yazhi Habitlin Ji Olta

X BIA CRITERIA:

1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations?	
		YES	NO	BIA* =	30
a. All	99.28%	X		a. All	136
b. Limited English Proficient	99.28%	X		b. LEP	128
c. Special Education	95%	X		c. Sp. Ed.	20

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			
		YES	NO
a. All	40.00%		X
b. Limited English Proficient	37.01%		X
c. Special Education	<30		

3. Reading Achievement was 50.5% or better:			
		YES	NO
a. All	33.33%		X
b. Limited English Proficient	35.46%		X
c. Special Education	<30		

4. Math Achievement was 50.5% or better:			
		YES	NO
a. All	35.82%		X
b. Limited English Proficient	35.43%		X
c. Special Education	<30		

5. Did the school report attendance:			
		YES	NO
a. All	83.00%	X	
b. Limited English Proficient	83.00%	X	
c. Special Education	83.00%	X	

5. Did the school report graduation rate:			
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



North Carolina

REVIEW SHEET FOR AYP
2004-2005
2nd Review

SCHOOL:	Cherokee High School	North Carolina	Grades 7 - 12
			Is the "n" sufficient?
1. Was there a 95% participation rate for:			30
		YES	NO
a. All	97.18%	X	
b. LEP			
c. Special Education	96.53%	X	
			Grade 3 - 8
			10
a. All		193	84
b. LEP			
c. Sp. Ed.		51	16

RED CELL = doesn't meet minimum "n"

3. % of Students with Reading Achievement that was proficient or advanced:						
	Grade 3-8 76.7%	YES	NO	Grade 10 :35.4%	YES	NO
a. All	91.62%	X		34.11%		X
b. LEP						
c. SpEd	68.62%		X	< 30		

4. % of Students with Math Achievement that was proficient or advanced:						
	Grade 3-8: 81%	YES	NO	Grade 10 70.8%	YES	NO
a. All	91.72%	X		42.85%		X
b. LEP						
c. SpEd	74.51%		X	< 30		

5. Attendance: Met state requirement of: 90% or show progress					
	2003-2004	2004-2005	YES	NO	
a. All		95.02%	X		
b. Limited English Proficient					
c. Special Education		94.50%	X		

5. Graduation rate: Met state requirement of: 90% or improve					
	2003-2004	2004-2005	YES	NO	
a. All	66.23%	67.95%	X		
b. Limited English Proficient					
c. Special Education	42.85%	67%	X		

Updated: Oct. 7, 2005

6. Are there any red cells?			YES	NO
			X	

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Cherokee Elementary	North Carolina	Grades K-6
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1. Was there a 95% participation rate for:		Is the "n" sufficient?	
	YES	NO	30
a. All	98.90% X		a. All 365
b. LEP	na		b. LEP na
c. Special Education	98.92% X		c. Sp. Ed. 93
RED CELL = doesn't meet minimum "n"			

3. % of Students with Reading Achievement that was proficient or advanced:						
	Grade 3-8 76.7%	YES	NO	Grade 10 :35.4%	YES	NO
a. All	84.92%	X				
b. LEP						
c. SpEd	50.54%	X*				
*Safe harbor Applies-Went went from 61.76 pp in 03-04 to 49.46 pp in 04-05.						

4. % of Students with Math Achievement that was proficient or advanced:						
	Grade 3-8; 81%	YES	NO	Grade 10 70.8%	YES	NO
a. All	91.41%	X				
b. LEP						
c. SpEd	67.39%	X*				
*Option 1 applied as outlined in NC Accountability Workbook						

5. Attendance:	Met state requirement of: 90% or show progress
	2003-2004 2004-2005 YES NO
a. All	93.30% X
b. Limited English Proficient	
c. Special Education	90.70% X

5. Graduation rate:	Met state requirement of: 90% or improve
	2003-2004 2004-2005 YES NO
a. All	
b. Limited English Proficient	
c. Special Education	

6. Are there any red cells?	YES NO
	X

7. This school:	Did X	Did not	Make AYP
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Prepared by: _____ Date: _____
 Reveiwed by: _____ Date: _____
 Chief, CSI _____ Date: _____



North Dakota

REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Ojibwa Indian School	North Dakota	Grades K - 8
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	98.92%	X				X	
b. LEP	100.00%	X				X	
c. Special Education	95.65%	X				X	

For AYP in North Dakota
(a) one rejects the null hypothesis at the .01 level
(b) the observed portion of students proficient over the past year has not reduced by 10 percent

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

3. % of Students with Reading Achievement that was proficient or advanced:		4th-73.8%		YES		NO		8th-71.1%		YES		NO		12th - 57.2%		YES		NO	
a. All	13.04%		X		X		X		X										
b. LEP	0.00%		X		X		X		X										
c. SpEd	0.00%		X		X		X		X										

4. % of Students with Math Achievement that was proficient or advanced:		4th 59.3%		YES		NO		8th-50.0%		YES		NO		12th-43.1%		YES		NO	
a. All	13.04%		X		X		X		X										
b. LEP	37.50%		X		X		X		X										
c. SpEd	0.00%		X		X		X		X										

5. Attendance:	Met state requirement of: 93%	YES		NO		May use "safe harbor" if statistically reliable.
a. All	93.00%	X				
b. Limited English Proficient	93.00%	X				
c. Special Education	94.00%	X				

5. Graduation rate:	Met state requirement of: 89.9%	YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

6. Are there any red cells?	YES	NO
	X	

North Dakota uses Reading and Math for AYP (achievement)
7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Mandaree Day School	North Dakota	Grades K - 12
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	100.00%	X				a. All	*
b. LEP	100.00%	X				b. LEP	*
c. Special Education	100.00%	X				c. Sp. Ed.	*

For AYP in North Dakota RED CELL = doesn't meet minimum "n"
 (a) one rejects the null hypothesis at the .01 level that the portion of students not proficient has reduced by 19 percent over two years
 (b) the observed portion of students proficient over the past year has not reduced by 10 percent

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

3. % of Students with Reading Achievement that was proficient or advanced:		4th-73.8%		YES		NO		8th-71.1%		YES		NO		12th - 57.2%		YES		NO	
a. All	50.00%	X				50.00%				X				60.00%	X				
b. LEP	*					*								0.00%					
c. SpEd	*					*								0.00%					

* N size too small for accurate calculation

4. % of Students with Math Achievement that was proficient or advanced:		4th 58.3%		YES		NO		8th-50.0%		YES		NO		12th-43.1%		YES		NO	
a. All	33.33%	X				37.50%				X				8.00%					
b. LEP	*					*								0.00%					
c. SpEd	*					*								0.00%					

* N size too small for accurate calculation i = too small, combined up to 3 years data

5. Attendance: Met state requirement of: 93%		YES		NO		May use "safe harbor" if statistically reliable.	
a. All	*	92.80%			X		
b. Limited English Proficient	*	92.20%			X		
c. Special Education	*	91.20%			X		

* Failed Safe Harbor due to lack of 10% decrease in absence rate

5. Graduation rate: Met state requirement of: 89.3%		YES		NO	
a. All	*	55.00%			X
b. Limited English Proficient	*	66.00%			X
c. Special Education	*	50.00%			X

* Failed Safe Harbor due to lack of 10% decrease in not-graduated rate

6. Are there any red cells?		YES		NO	
		X			

North Dakota uses Reading and Math for AYP (achievement)

7. This school:	Did	Did not	Make AYP
		X	

NOTE: Up-dated October 17 to reflect North Dakota AYP report.

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Mandaree Day School North Dakota Grades K - 12

1. Was there a 95% participation rate for:		YES	NO	Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	100.00%	X		a. All	*
b. LEP	100.00%	X		b. LEP	*
c. Special Education	100.00%	X		c. Sp. Ed.	*

For AYP in North Dakota RED CELL = doesn't meet minimum
(a) one rejects the null hypothesis at the .01 level that the portion of students not proficient has reduced by 15 percent
(b) the observed portion of students proficient over the past year has not reduced by 10 percent

2. % of Students with Language Arts Achievement that was proficient (North Dakota does not use LA)					
a. All					
b. Limited English Proficient					
c. Special Education					

See Mandaree #2

3. % of Students with Reading Achievement that was proficient or advanced:		4th-7th		8th-71.1%		12th - 57.2%			
		YES	NO	YES	NO	YES	NO		
a. All	50.00%		X	50.00%	X	0.00%			
b. LEP	*			*		0.00%			
c. SpEd	*			*		0.00%			

* N size too small for accurate calculation		4. % of Students with Math Achievement that was proficient or advanced:		4th 59.3%		8th-50.0%		12th-43.1%			
		YES	NO	YES	NO	YES	NO				
a. All	33.33%		X	37.50%	X	0.00%					
b. LEP	*			*		0.00%					
c. SpEd	*			*		0.00%					

* N size too small for accurate calculation		5. Attendance: Met state requirement of: 93%		May use "safe harbor" if statistically reliable.	
		YES	NO		
a. All	*	92.80%	X		
b. Limited English Proficient	*	92.20%	X		
c. Special Education	*	91.20%	X		

* Failed Safe Harbor due to lack of 10% decrease in absence rate		5. Graduation rate: Met state requirement of: 89.9%			
		YES	NO		
a. All	*	55.00%	X		
b. Limited English Proficient	*	66.00%	X		
c. Special Education	*	50.00%	X		

* Failed Safe Harbor due to lack of 10% decrease in not-graduated rate		YES	NO
6. Are there any red cells?		X	

North Dakota uses Reading and Math for AYP (achievement)
7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
Reviewed by: _____ Date: _____
Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Twin Buttes Day School	North Dakota	Grades K - 8
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1. Was there a 95% participation rate for:				Is the "n" sufficient for calculations? (ND uses a formula)	
	YES	NO		a. All	34
a. All	97.06%	X		b. LEP	23
b. LEP	95.65%	X		c. Sp. Ed.	<10
c. Special Education	100.00%	X			

For AYP in North Dakota
RED CELL = doesn't meet minimum "n"

(a) one rejects the null hypothesis at the .01 level
(b) the observed portion of students proficient over the past year has not reduced by 10 percent

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

3. % of Students with Reading Achievement that was proficient or advanced:									
	4th-73.8%	YES	NO	8th-71.1%	YES	NO	12th-57.2%	YES	NO
a. All	50.00%		X	40.00%		X			
b. LEP	*N/A			*N/A					
c. SpEd	0.00%		X	*N/A					

* Passed CI, but there is no previous year data, therefore there is not enough information to make an AYP determination

4. % of Students with Math Achievement that was proficient or advanced:									
	4th-59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All	75.00%	X		33.33%		X			
b. LEP	33.33%		X	33.33%		X			
c. SpEd	*N/A			*N/A					

* Passed CI, but there is no previous year data, therefore there is not enough information to make an AYP determination

5. Attendance:	Met state requirement of: 93%			May use "safe harbor" if statistically reliable.	
		YES	NO		
a. All	93.00%	X			
b. Limited English Proficient	94.00%	X			
c. Special Education	92.00%		X		

5. Graduation rate:	Met state requirement of: 89.9%		
		YES	NO
a. All	N/A		
b. Limited English Proficient	N/A		
c. Special Education	N/A		

6. Are there any red cells?	YES	NO
	X	

North Dakota uses Reading and Math for AYP (achievement)		
7. This school:	Did	Did not
		X

Make AYP

Prepared by: _____ Date: _____
Reviewed by: _____ Date: _____
Chief, CSI _____ Date: _____



REVIEW

SCHOOL: White Shield	North Dakota	Grades K - 12
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations? (ND uses a formula)		
	YES	NO			
a. All	96.55% <input checked="" type="checkbox"/>	<input type="checkbox"/>	a. All	58	<input type="checkbox"/>
b. LEP	91.67% <input type="checkbox"/>	<input checked="" type="checkbox"/>	b. LEP	24	<input type="checkbox"/>
c. Special Education	95.65% <input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Sp. Ed.	23	<input type="checkbox"/>

For AYP in North Dakota
 (a) one rejects the null hypothesis at the .01 level that the portion of students not proficient has reduced by 19 percent over two years
 (b) the observed portion of students proficient over the past year has not reduced by 10 percent

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		
	YES	NO
a. All	<input type="checkbox"/>	<input type="checkbox"/>
b. Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>
c. Special Education	<input type="checkbox"/>	<input type="checkbox"/>

3. % of Students with Reading Achievement that was proficient or advanced:									
	4th-73.8%	YES	NO	8th-71.1%	YES	NO	12th-57.2%	YES	NO
a. All	42.86%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	90.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
b. LEP	40.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	85.71%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
c. SpEd	33.33%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>

* Made AYP due to Confidence Interval and percent proficient has not reduced by 10% from prior year

4. % of Students with Math Achievement that was proficient or advanced:									
	4th-59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All	78.57%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
b. LEP	40.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	85.71%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
c. SpEd	83.33%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	75.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>

* Made AYP due to Confidence Interval and percent proficient has not reduced by 10% from prior year

5. Attendance: Met state requirement of: 93%			May use "safe harbor" if statistically reliable.		
	YES	NO			
a. All	92.44%	<input checked="" type="checkbox"/>			
b. Limited English Proficient	88.00%	<input checked="" type="checkbox"/>			
c. Special Education	88.42%	<input checked="" type="checkbox"/>			

5. Graduation rate: Met state requirement of: 89.9%		
	YES	NO
a. All	N/A	<input type="checkbox"/>
b. Limited English Proficient	N/A	<input type="checkbox"/>
c. Special Education	N/A	<input type="checkbox"/>

6. Are there any red cells?		
	YES	NO
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

North Dakota uses Reading and Math for AYP (achievement)

7. This school:	Did <input type="checkbox"/>	Did not <input checked="" type="checkbox"/> Make AYP
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Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Dunseith Day School	North Dakota	Grades K - 8
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	100.00%	X				a. All	18
b. LEP	100.00%	X				b. LEP	14
c. Special Education	100.00%	X				c. Sp. Ed.	<10

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

3. % of Students with Reading Achievement that was proficient or advanced:									
	4th-73.8%	YES	NO	8th-71.1%	YES	NO	12th - 57.2%	YES	NO
a. All	22.22%		X	10.52%		X			
b. LEP	<10			7.14%		X			
c. SpEd	<10			<10					

4. % of Students with Math Achievement that was proficient or advanced:									
	4th 59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All	22.22%		X	10.52%		X			
b. LEP	<10			14.29%		X			
c. SpEd	<10			<10					

5. Attendance:		Met state requirement of: 93%		YES		NO		May use "safe harbor" if statistically reliable.	
a. All		91.00%				X			
b. Limited English Proficient		91.00%				X			
c. Special Education		92.00%				X			

5. Graduation rate:		Met state requirement of: 89.9%		YES		NO	
a. All							
b. Limited English Proficient							
c. Special Education							

6. Are there any red cells?		YES		NO	
		X			

North Dakota uses Reading and Language Arts for AYP (achievement)

7. This school:	Did	Did not	X	Make AYP
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Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Turtle Mountain Elementary Scho | North Dakota | K-5 | Grades

1. Was there a 95% participation rate for:		YES	NO	Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	97.16%	X		a. All	107
b. LEP	100%	X		b. LEP	13
c. Special Education	98.29%	X		c. Sp. Ed.	32

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

3. % of Students with Reading Achievement that was proficient or advanced:		4th-73.8%	YES	NO	8th-61.4	YES	NO	12th - 57.2%	YES	NO
a. All	42.99%		X							
b. LEP	<30									
c. SpEd	9.66%		X							

4. % of Students with Math Achievement that was proficient or advanced:		4th 59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All	51.40%			X						
b. LEP	<30									
c. SpEd	21.86%			X						

5. Attendance: Met state requirement of: 93%		YES	NO	May use "safe harbor" if statistically reliable.
a. All	94.66%	X		
b. Limited English Proficient	94.11%	X		
c. Special Education	94.89%	X		

5. Graduation rate: Met state requirement of: 89.9%		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
North Dakota uses Reading and Language Arts for AYP (achievement)		X	

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Turtle Mountain High School	North Dakota	9-12	Grades
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations? (ND uses a formula)	
a. All	100.00%	X				a. All	137
b. LEP						b. LEP	
c. Special Education	100.00%	X				c. Sp. Ed.	38

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

3. % of Students with Reading Achievement that was proficient or advanced:		4th-73.8%		YES		NO		8th-61.4		YES		NO		12th - 57.2%		YES		NO	
a. All															27.4%				X
b. LEP															na				
c. SpEd															3.03%				X

4. % of Students with Math Achievement that was proficient or advanced:		4th 53.3%		YES		NO		8th-50.0%		YES		NO		12th-43.1%		YES		NO	
a. All															16.13%				X
b. LEP																			
c. SpEd															0.00%				X

5. Attendance:	Met state requirement of:	93%		YES		NO		May use "safe harbor" if statistically reliable.	
a. All		83.70%							X
b. Limited English Proficient		88.55%							X
c. Special Education		83.85%							X

5. Graduation rate:	Met state requirement of:	89.9%		YES		NO	
a. All		83.70%					X
b. Limited English Proficient		83.33%					X
c. Special Education		72.41%					X

6. Are there any red cells?	YES		NO	
	X			

North Dakota uses Reading and Language Arts for AYP (achievement)

7. This school:	Did		Did not	X	Make AYP
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Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Trenton School	North Dakota	Grades K - 12
------------------------	--------------	---------------

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations? (ND uses a formula)		
	YES	NO			
a. All	100.00% X		a. All	X	
b. LEP	100.00% X		b. LEP	X	
c. Special Education	100.00% X		c. Sp. Ed.	X	

For AYP in North Dakota
 (a) one rejects the null hypothesis at the .01 level
 (b) the observed portion of students proficient over the past year has not reduced by 10 percent
 RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

3. % of Students with Reading Achievement that was proficient or advanced:									
	4th-73.8%	YES	NO	8th-71.1%	YES	NO	12th-57.2%	YES	NO
a. All	33.00%		X	33.33%		X			
b. LEP									
c. SpEd									

4. % of Students with Math Achievement that was proficient or advanced:									
	4th-59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All	66.00%	X		33.33%		X			
b. LEP									
c. SpEd									

5. Attendance:	Met state requirement of: 93%	YES	NO	May use "safe harbor" if statistically reliable.
a. All	95.00%	X		
b. Limited English Proficient				
c. Special Education	96.00%	X		

5. Graduation rate:	Met state requirement of: 89.9%	YES	NO
a. All	100.00%	X	
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?	YES	NO
	X	

North Dakota uses Reading and Math for AYP (achievement)
 7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Turtle Mountain Middle School	North Dakota	Grades 6-8
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations? (ND uses a formula)		
	YES	NO			
a. All	98.80% X		a. All	141	
b. LEP	97.70% X		b. LEP	42	
c. Special Education	100.00% X		c. Sp. Ed.	25	

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (North Dakota does not use LA)			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

3. % of Students with Reading Achievement that was proficient or advanced:									
	4th-73.8%	YES	NO	8th-61.4%	YES	NO	12th - 57.2%	YES	NO
a. All				43.26%		X			
b. LEP				9.52%		X			
c. SpEd				<n					

4. % of Students with Math Achievement that was proficient or advanced:									
	4th 59.3%	YES	NO	8th-50.0%	YES	NO	12th-43.1%	YES	NO
a. All				36.87%		X			
b. LEP				14.63%		X			
c. SpEd				<n					

5. Attendance:	Met state requirement of: 93%	YES	NO	May use "safe harbor" if statistically reliable.
a. All	94.12%	X		
b. Limited English Proficient	94.05%	X		
c. Special Education	93.36%	X		

5. Graduation rate:	Met state requirement of: 89.9%	YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?	YES	NO
North Dakota uses Reading and Language Arts for AYP (achievement)	X	

7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____

Oklahoma



REVIEW SHEET FOR AYP
2004-05

SCHOOL:	Oklahoma	Grade
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* = 30
a. All			a. All
b. Limited English Proficient			b. LEP
c. Special Education			c. Sp. Ed.

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 45% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

3. Reading Achievement was 45% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

4. Math Achievement was 31% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

5. Was there a 91.2% Attendance Rate for:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

5. Was there a 68.8% Graduation Rate for:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO

7. This school:	Did	Did not	Make AYP
-----------------	-----	---------	----------

Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Kickapoo Nation School

X BI/ CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	98.39% <input checked="" type="checkbox"/>	<input type="checkbox"/>	a. All	30
b. Limited English Profici	100.00% <input checked="" type="checkbox"/>	<input type="checkbox"/>	b. LEP	61
c. Special Education	100.00% <input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Sp. Ed.	18
				10

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All	65.79%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Limited English Proficient	<30	<input type="checkbox"/>	<input type="checkbox"/>	
c. Special Education	<30	<input type="checkbox"/>	<input type="checkbox"/>	

3. Reading Achievement was 4: 50.5% or better:			YES	NO
a. All	57.38%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Limited English Proficient	<30	<input type="checkbox"/>	<input type="checkbox"/>	
c. Special Education	<30	<input type="checkbox"/>	<input type="checkbox"/>	

4. Math Achievement was 50.5% or better:			YES	NO
a. All	64.52%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Limited English Proficient	<30	<input type="checkbox"/>	<input type="checkbox"/>	
c. Special Education	<30	<input type="checkbox"/>	<input type="checkbox"/>	

5. Did the school report attendance:			YES	NO
a. All		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Limited English Proficient		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
c. Special Education		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

5. Did the school report graduation rate:			YES	NO
a. All		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Limited English Proficient	na	<input type="checkbox"/>	<input type="checkbox"/>	
c. Special Education		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

6. Are there any red cells?			YES	NO
			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	<input checked="" type="checkbox"/>	Did	<input type="checkbox"/>	Did not	<input type="checkbox"/>	Make AYP
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Prepared by: _____

Date: _____

Reviewed by: _____

Date: _____

Chief, CSI _____

Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Riverside Indian School	Oklahoma	Grade 4 - 12
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	30
a. All	100.00% X		a. All	140
b. Limited English Proficient	N/A		b. LEP	0
c. Special Education	100.00% X		c. Sp. Ed.	17

RED CELL = doesn't meet minimum 'n'

2. Language Arts Achievement was 45% or better:			YES	NO
a. All			<30	
b. Limited English Proficient			N/A	
c. Special Education			<30	

3. Reading Achievement was 45% or better:			YES	NO
a. All	24.39%			X
b. Limited English Proficient	N/A			
c. Special Education	<30			

4. Math Achievement was 31% or better:			YES	NO
a. All	20.22%			X
b. Limited English Proficient	N/A			
c. Special Education	<30			

5. Was there a 91.2% Attendance Rate for:			YES	NO
a. All	94.00%	X		
b. Limited English Proficient	N/A			
c. Special Education	94.00%	X		

5. Was there a 68.8% Graduation Rate for:			YES	NO
a. All	71.00%	X		
b. Limited English Proficient	N/A			
c. Special Education	100.00%	X		

6. Are there any red cells?		YES	NO
		X	

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Sequoyah High School	Oklahoma	Grade 9 - 12
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1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
		YES	NO
a. All	100.00%	X	
b. Limited English Proficient	100.00%	X	
c. Special Education	100.00%	X	
		BIA* =	30
		a. All	121
		b. LEP	11
		c. Sp. Ed.	20

RED CELL - doesn't meet minimum "n"

2. Language Arts Achievement was 45% or better:		YES	NO
a. All	40.52%		X
b. Limited English Proficient	<30		
c. Special Education	<30		

3. Reading Achievement was 45% or better:		YES	NO
a. All	N/A		
b. Limited English Proficient	N/A		
c. Special Education	N/A		

4. Math Achievement was 31% or better:		YES	NO
a. All	14.43%		X
b. Limited English Proficient	<30		
c. Special Education	<30		

5. Was there a 91.2% Attendance Rate for:		YES	NO
a. All	89.00%		X
b. Limited English Proficient	97.00%	X	
c. Special Education	89.00%		X

5. Was there a 68.8% Graduation Rate for:		YES	NO
a. All	75.00%	X	
b. Limited English Proficient	96.00%	X	
c. Special Education	67.00%		X

6. Are there any red cells?		YES	NO
		X	

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



UPDATE	Oklahoma Agency						
2/2/06 3:17 PM	Kickapoo	Riverside Indian School	Sequoyah High School				
Language Arts Achievement was 45% or better:							
All	65.79%	<30	40.52%				
Limited English Proficient	<30	N/A	<30				
Special Education	<30	<30	<30				
Reading Achievement was 45% or better:							
All	57.38%	24.39%	N/A				
Limited English Proficient	<30	N/A	N/A				
Special Education	<30	<30	N/A				
Math Achievement was 31% or better:							
All	64.52%	20.22%	14.43%				
Limited English Proficient	<30	N/A	<30				
Special Education	<30	<30	<30				
Was there a 95% participation rate for:							
All	98.39%	100.00%	100.00%				
Limited English Proficient	100.00%	N/A	100.00%				
Special Education	100.00%	100.00%	100.00%				
5. Did the school report attendance:							
All		94.00%	89.00%				
Limited English Proficient		N/A	97.00%				
Special Education		94.00%	89.00%				
5. Did the school report graduation rate:							
All		71.00%	75.00%				
Limited English Proficient	na	N/A	96.00%				
Special Education		100.00%	67.00%				



South Dakota

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Little Wound School

X BIF CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	86.41%	X	a. All	30
b. Limited English Proficient	77.05%	X	b. LEP	390
c. Special Education	88.89%	X	c. Sp. Ed.	324
				80

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All	47.77%			X
b. Limited English Proficient	44.79%			X
c. Special Education	19.35%			X

3. Reading Achievement was 50.5% or better:			YES	NO
a. All	43.11%			X
b. Limited English Proficient	43.62%			X
c. Special Education	8.06%			X

4. Math Achievement was 50.5% or better:			YES	NO
a. All	52.80%	X		
b. Limited English Proficient	51.94%	X		
c. Special Education	51.61%	X		

5. Did the school report attendance:			YES	NO
a. All	95.00%	X		
b. Limited English Proficient	93.20%	X		
c. Special Education	85.15%	X		

5. Did the school report graduation rate:			YES	NO
a. All	46.00%	X		
b. Limited English Proficient				X
c. Special Education				X

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____

Received by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Wounded Knee School

 X BIA CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	100.00%	X	30	
b. Limited English Profici	100.00%	X	78	
c. Special Education	100.00%	X	78	
			c. Sp. Ed.	18

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All		23.08%		X
b. Limited English Proficient		23.08%		X
c. Special Education		<30		

3. Reading Achievement was 50.5% or better:			YES	NO
a. All		18.99%		X
b. Limited English Proficient		18.99%		X
c. Special Education				

4. Math Achievement was 50.5% or better:			YES	NO
a. All		26.83%		X
b. Limited English Proficient		26.83%		X
c. Special Education				

5. Did the school report attendance:			YES	NO
a. All		92.50%	X	
b. Limited English Proficient		92.50%	X	
c. Special Education		84.50%	X	

5. Did the school report graduation rate:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:		Did	Did not	Make AYP
		X		

Prepared by: _____ Date: _____

Received by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Crazy Horse School

X BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* = 30
a. All		X	a. All 155
b. Limited English Proficient		X	b. LEP 155
c. Special Education		X	c. Sp. Ed. 33

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	32.26%		X
b. Limited English Proficient	32.26%		X
c. Special Education	21.21%		X

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	39.36%		X
b. Limited English Proficient	39.36%		X
c. Special Education	18.18%		X

4. Math Achievement was 50.5% or better:		YES	NO
a. All	47.10%		X
b. Limited English Proficient	45.16%		X
c. Special Education	39.39%		X

5. Did the school report attendance:		YES	NO
a. All	87.00%	X	
b. Limited English Proficient	87.00%	X	
c. Special Education	86.00%	X	

5. Did the school report graduation rate:		YES	NO
a. All	81.00%	X	
b. Limited English Proficient	81.00%	X	
c. Special Education	100.00%	X	

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Porcupine School

X BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		30
b. Limited English Proficient	X		a. All 104
c. Special Education	X		b. LEP 100
			c. Sp. Ed. 27

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	24.03		X
b. Limited English Proficient	30.28%		X
c. Special Education	11.11%		<30

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	25.47%		X
b. Limited English Proficient	26.61%		X
c. Special Education	11.11%		<30

4. Math Achievement was 50.5% or better:		YES	NO
a. All	23%		X
b. Limited English Proficient	26.61%		X
c. Special Education	7.41%		<30

5. Did the school report attendance:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

5. Did the school report graduation rate:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
-----------------	-----	---	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Loneman School

BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		a. All 30
b. Limited English Proficient	x		b. LEP 189
c. Special Education	X		c. Sp. Ed. 49

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	36.62%		X
b. Limited English Proficient	36.62%		X
c. Special Education	24.49%		X

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	34.39%		X
b. Limited English Proficient	34.39%		X
c. Special Education	14.28%		X

4. Math Achievement was 50.5% or better:		YES	NO
a. All	40.21%		X
b. Limited English Proficient	40.21%		X
c. Special Education	30.61%		X

5. Did the school report attendance:		YES	NO
a. All	X	X	
b. Limited English Proficient	X	X	
c. Special Education	X	X	

5. Did the school report graduation rate:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
-----------------	-----	---	---------	----------

Prepared by: _____ Date: _____

Received by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Pine Ridge School

X BIA CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	95.39% X		a. All	30
b. Limited English Profici	96.69% X		b. LEP	803
c. Special Education	94.07% X		c. Sp. Ed.	484
				118

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		
	YES	NO
a. All	44.36%	x
b. Limited English Proficient	43.80%	x
c. Special Education	12.61%	x

3. Reading Achievement was 50.5% or better:		
	YES	NO
a. All	52.00% X	
b. Limited English Proficient	47.97%	x
c. Special Education	18.02%	x

4. Math Achievement was 50.5% or better:		
	YES	NO
a. All	47.78%	x
b. Limited English Proficient	50.11%	x
c. Special Education	24.32%	x

5. Did the school report attendance:				
	K-8	9-12	YES	NO
a. All	88.00%	76.00%	X	
b. Limited English Proficient	88.00%	79.00%	X	
c. Special Education	88.00%	76.00%	X	

5. Did the school report graduation rate:		
	YES	NO
a. All	56.00% X	
b. Limited English Proficient	20.00% X	
c. Special Education	11.00% X	

6. Are there any red cells?	
YES	NO
x	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:			
Did	Did not	Make AYP	
x			

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: American Horse School

X BI# CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	97.81%	X	a. All	30
b. Limited English Profici	98.72%	X	b. LEP	139
c. Special Education	96.99%	X	c. Sp. Ed.	138
				36

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		
	YES	NO
a. All	34.78%	X
b. Limited English Proficient	34.78%	X
c. Special Education	25.00%	X

3. Reading Achievement was 50.5% or better:		
	YES	NO
a. All	24.09%	X
b. Limited English Proficient	24.09%	X
c. Special Education	14.29%	X

4. Math Achievement was 50.5% or better:		
	YES	NO
a. All	34.31%	X
b. Limited English Proficient	34.31%	X
c. Special Education	25.71%	X

5. Did the school report attendance:		
	YES	NO
a. All	91.19%	X
b. Limited English Proficient	91.19%	X
c. Special Education	90.93%	X

5. Did the school report graduation rate:		
	YES	NO
a. All		
b. Limited English Proficient		
c. Special Education		

6. Are there any red cells?	YES	NO
	X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____

Revised by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Tiospaye Topa School

BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		30
b. Limited English Proficient	X		88
c. Special Education	X		28
			27

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All	64.37%	X	
b. Limited English Proficient	61.54%	<30	
c. Special Education	37.03%		<30

3. Reading Achievement was 50.5% or better:		YES	NO
a. All	60.22%	X	
b. Limited English Proficient	34.62%		<30
c. Special Education	20.20%		<30

4. Math Achievement was 50.5% or better:		YES	NO
a. All	65.59%	X	
b. Limited English Proficient	46.15%		<30
c. Special Education	51.72%	<30	

5. Did the school report attendance:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

5. Did the school report graduation rate:		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

6. Are there any red cells?		YES	NO
			X

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	<input checked="" type="checkbox"/> Did	<input type="checkbox"/> Did not	<input type="checkbox"/> Make AYP
-----------------	---	----------------------------------	-----------------------------------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Cheyenne Eagle Butte School

 X BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		30
b. Limited English Proficient	X		a. All 256
c. Special Education	X		b. LEP 61
			c. Sp. Ed. 68

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			
		YES	NO
a. All	58.10%	X	
b. Limited English Proficient	44.55%		X
c. Special Education	33.98%		X

3. Reading Achievement was 50.5% or better:			
		YES	NO
a. All	59.44%	X	
b. Limited English Proficient	52.78%	X	
c. Special Education	23.30%		X

4. Math Achievement was 50.5% or better:			
		YES	NO
a. All	73.15%	X	
b. Limited English Proficient	60.19%	X	
c. Special Education	44.12%		X

5. Did the school report attendance:			
		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

5. Did the school report graduation rate:			
		YES	NO
a. All		X	
b. Limited English Proficient		X	
c. Special Education		X	

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
-----------------	-----	---	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Takini School

BIA CRITERIA:

1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All		X				BIA* =	30
b. Limited English Proficient		X				a. All	118
c. Special Education		X				b. LEP	118
						c. Sp. Ed.	25

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES		NO	
a. All		42.24%			X
b. Limited English Proficient		42.24%			X
c. Special Education		32%			<30

3. Reading Achievement was 50.5% or better:		YES		NO	
a. All		50.00%			X
b. Limited English Proficient		50.00%			X
c. Special Education		18%			<30

4. Math Achievement was 50.5% or better:		YES		NO	
a. All		58.03%	X		
b. Limited English Proficient		58.03%	X		
c. Special Education		28.00%			<30

5. Did the school report attendance:		YES		NO	
a. All			X		
b. Limited English Proficient			X		
c. Special Education			X		

5. Did the school report graduation rate:		YES		NO	
a. All			X		
b. Limited English Proficient			X		
c. Special Education			X		

6. Are there any red cells?		YES		NO	
		X			

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
-----------------	-----	---	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Pierre Indian Learning Center

X BIA CRITERIA:

1. Was there a 95% participation rate for:		Is the "n" sufficient for calculations?	
	YES	NO	BIA* =
a. All	X		30
b. Limited English Proficient	X		a. All 168
c. Special Education	X		b. LEP 102
			c. Sp. Ed. 62

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			
		YES	NO
a. All	52.38%	X	
b. Limited English Proficient	56.86%	X	
c. Special Education	32.26%		X

3. Reading Achievement was 50.5% or better:			
		YES	NO
a. All	48.21%		X
b. Limited English Proficient	38.23%		X
c. Special Education	25.81%		X

4. Math Achievement was 50.5% or better:			
		YES	NO
a. All	56.56%	X	
b. Limited English Proficient	47.06%		X
c. Special Education	32.26%		X

5. Did the school report attendance:			
		YES	NO
a. All	87%	X	
b. Limited English Proficient	88%	X	
c. Special Education	86%	X	

5. Did the school report graduation rate:			
		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	X	Did not	Make AYP
-----------------	-----	---	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: _____

_____ BIA CRITERIA:

1. Was there a 95% participation rate for:		<i>Is the "n" sufficient for calculations?</i>	
	YES	NO	BIA* = 30
a. All			
b. Limited English Proficient			
c. Special Education			

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

3. Reading Achievement was 50.5% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

4. Math Achievement was 50.5% or better:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

5. Did the school report attendance:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

5. Did the school report graduation rate:		YES	NO
a. All			
b. Limited English Proficient			
c. Special Education			

6. Are there any red cells?		YES	NO

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-2005

SCHOOL:	Flandreau Indian School	South Dakota	Grades 9-12
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1. Was there a 95% participation rate for:				Is the "n" sufficient?	
		YES	NO		10
a. All	100%	X		a. All	48
b. LEP	100%	X		b. LEP	10
c. Special Education	100%	X		c. Sp. Ed.	8

RED CELL = doesn't meet minimum "n"

2. % of Students with Language Arts Achievement that was proficient or advanced: (SD does not use LA)				YES	NO
a. All					
b. Limited English Proficient					
c. Special Education					

3. % of Students with Reading Achievement that was proficient or advanced:						
	K-8th: 71%	YES	NO	9-12th: 58%	YES	NO
a. All				36.98%		X
b. LEP				40%		X
c. SpEd				<10		

* May use two year averages, Average must exceed AMO

May use "safe harbor"

4. % of Students with Math Achievement that was proficient or advanced:						
	k-8th: 54%	YES	NO	9-12th: 67%	YES	NO
a. All				32.81%		X
b. LEP				20%		X
c. SpEd				<10		

* May use two year averages, Average must exceed AMO

May use "safe harbor"

5. Attendance: Met state requirement of: 94% or show progress					
	2003-2004	2004-2005	YES	NO	
a. All	95%	92.11%		X	
b. Limited English Proficient	93%	92.11%		X	
c. Special Education	94%	94%		X	

5. Graduation rate: Met state requirement of: 90 or improve					
	2003-2004	2004-2005	YES	NO	
a. All	37%	36%		X	
b. Limited English Proficient				X	
c. Special Education	58%	29%		X	

6. Are there any red cells?				YES	NO
				X	

South Dakota uses Reading and Math for academic AYP indicators.

7. This school:	Did	Did not	X	Make AYP
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Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



Utah

REVIEW SHEET FOR AYP
2004-05

SCHOOL: Naa Tsis Ann Community School	Utah	Grades: K-8
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO		
a. All	100%	X		a. All	10
b. Limited English Proficient	100%	X		b. LEP	67
c. Special Education	100%	X		c. Sp. Ed.	17

RED CELL = doesn't meet minimum "n"

2. Language Usage Achievement was 71% or better:			YES	NO
a. All	89.55%	X		
b. Limited English Proficient	89.55%	X		
c. Special Education	52.94%*	X		

*Made AYP due to Safe Harbor 10% reduction in basic

3. Math Achievement was 64% or better:			YES	NO
a. All	90.77%	X		
b. Limited English Proficient	90.77%	X		
c. Special Education	41.18%*	X		

*Made AYP due to Safe Harbor 10% reduction in basic

4. Attendance rate is either 93% or better or there is an increase over preceding year:			YES	NO
a. All	96%	X		
b. Limited English Proficient	96%	X		
c. Special Education	96%	X		

6. Are there any red cells?			YES	NO
				X

7. This school:	X	Did		Did not	Make AYP
-----------------	---	-----	--	---------	----------

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



Washington

REVIEW SHEET FOR AYP
2004-2005

SCHOOL: Muckleshoot Tribal School	Washington	Grades K-12
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1. Was there a 95% participation rate for:		YES		NO		Is the "n" sufficient for calculations?	
a. All	95%	X				a. All	<10
b. LEP	95%	X				b. LEP	<10
c. Special Education	95%	X				c. Sp. Ed.	<10

* Confidence Interval Used
RED CELL = doesn't meet minimum "n"

3. % of Students with Reading Achievement that was proficient or advanced:																			
		4th-84.2%		YES		NO		7th-48.7%		YES		NO		10th-81.6%		YES		NO	
a. All	25%		X					25%		X				0%					X
b. LEP																			
c. SpEd																			

*Confidence Interval Applies
a) May use confidence interval: $UB95 = p + 2.33 \sqrt{p(1-p)/n}$
p = percent passing WASL
UB95 = upper confidence

4. % of Students with Math Achievement that was proficient or advanced:																			
		4th 48.8%		YES		NO		7th 38.0%		YES		NO		10th 48.8%		YES		NO	
a. All	0%					X		0%					X	0%					NO
b. LEP																			
c. SpEd																			

The school had no students who performed at the proficient level in Math so confidence interval makes no difference.

5. Attendance:		Met state requirement of: <1% unexcused absence			
		YES		NO	
a. All	11%				X
b. Limited English Proficient					
c. Special Education					

6. Graduation rate:		Met state requirement of: 88% or make 1% gain			
		YES		NO	
a. All					
b. Limited English Proficient					
c. Special Education					

8. Are there any red cells?		YES		NO	
		X			

Washington uses Reading and Language Arts for AYP (achievement)
7. This school: Did Did not Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CBI _____ Date: _____



REVIEW SHEET FOR AYP 2004-2005

SCHOOL: Quileute Tribal School	Washington	Grades k-12
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1. Was there a 95% participation rate for:	YES		NO		Is the "n" sufficient for calculations? 30
	a. All	100%			
b. LEP	NA				
c. Special Education	100%				

Washington States Accountability Workbook allows "some schools and LEAs are so small that normal AYP decisions would not be statistically reliable (see section 5.5). Schools and districts with less than the N of 30 required for statistically reliable decisions but at least 10 students will be held accountable based on the performance of the "all students" group using the general AYP formula (see section 5.5). Any school and district that would not be held accountable using the AYP definition (i.e., N of 0-9 in all the tested grades) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment. They must also meet the goal(s) set for the other indicator(s) in order to make AYP." OIEP considers the school's Consolidated School Reform Plan to meet these requirements.

5. Attendance:		Met state requirement of: <1% unexcused absence		YES		NO	
a. All	11%			X			
b. Limited English Proficient		na					
c. Special Education	11%			X			

5. Graduation rate:		Met state requirement of: 66% or make 1% gain		YES		NO	
a. All		100%		X			
b. Limited English Proficient		na					
c. Special Education		100%		X			

6. Are there any red cells?		YES		NO	
Washington uses Reading and Language Arts for AYP (achievement)				X	

7. This school:		YES		NO	
Did		X			
Did not					

Prepared by: _____ Date: _____
 Reviewed by: _____ Date: _____
 Chief, CSI _____ Date: _____



Wisconsin

**REVIEW SHEET FOR AYP
2004-05**

SCHOOL: Oneida Nation School System	Wisconsin	Grades: K-12
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1. Was there a 95% participation rate for:		YES	NO	Is the "n" sufficient for calculations?	
a. All	100.00%	X		BIA* =	40
b. Limited English Proficient	na			a. All	84
c. Special Education	100.00%	X		b. LEP	na
				c. Sp. Ed.	17

RED CELL = doesn't meet minimum "n"

2. Reading Achievement was 41 67.5% or better:		YES	NO
a. All		43.75%	X
b. Limited English Proficient		na	
c. Special Education		<40	

3. Math Achievement was 47.5% or better:		YES	NO
a. All		35.94%	X
b. Limited English Proficient		na	
c. Special Education		<40	

4. Attendance rate at least 85%		YES	NO
a. All		88.00%	X
b. Limited English Proficient		na	
c. Special Education		88.00%	X

5. Graduation Rate at least 82%:		YES	NO
a. All		72.00%	X
b. Limited English Proficient			
c. Special Education		60.00%	X

6. Are there any red cells?	YES	NO
	X	

7. This school:	Did	X	Did not	Make AYP
------------------------	-----	---	---------	----------

Prepared by: _____

Date: _____

Revised by: _____

Date: _____

Chief, CSI _____

Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Circle of Nations School

BIA/ CRITERIA:

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?	
	YES	NO	BIA* =	
a. All	98.70%	X	30	a. All
b. Limited English Profici	100.00%	X	154	b. LEP
c. Special Education	99.03%	X	125	c. Sp. Ed.
			103	

RED CELL = doesn't meet minimum "n"

2. Language Arts Achievement was 50.5% or better:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

3. Reading Achievement was 50.5% or better:			YES	NO
a. All	25.00%		X	
b. Limited English Proficient	24.80%		X	
c. Special Education	12.75%		X	

4. Math Achievement was 50.5% or better:			YES	NO
a. All	18.79%		X	
b. Limited English Proficient	24.80%		X	
c. Special Education	10.10%		X	

5. Did the school report attendance:			YES	NO
a. All	95.00%	X		
b. Limited English Proficient	95.00%	X		
c. Special Education	95.00%	X		

5. Did the school report graduation rate:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
		X	

Note: BIA uses LA and Math for AYP; if LA not available - use Reading

7. This school:	Did	Did not	Make AYP
	X		

Prepared by: _____ Date: _____

Revised by: _____ Date: _____

Chief, CSI _____ Date: _____



REVIEW SHEET FOR AYP
2004-05

SCHOOL: Menominee Tribal School	Wisconsin	Grades: K-12
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1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	BIA* =	40
a. All	100.00%	X		a. All	54
b. Limited English Proficil	100.00%	X		b. LEP	18
c. Special Education	100.00%	X		c. Sp. Ed.	15

RED CELL = doesn't meet minimum "n"

2. Reading Achievement was 4! 67.5% or better:			YES	NO
a. All	57.41%			X
b. Limited English Proficient	<40			
c. Special Education	<40			

3. Math Achievement was 47.5% or better:			YES	NO
a. All	49.08%	X		
b. Limited English Proficient	<40			
c. Special Education	<40			

4. Attendance rate at least 85%			YES	NO
a. All	86.48%	X		
b. Limited English Proficient	87.78%	X		
c. Special Education	89.59%	X		

5. Graduation Rate at least 82%:			YES	NO
a. All				
b. Limited English Proficient				
c. Special Education				

6. Are there any red cells?		YES	NO
		X	

7. This school:	Did	X	Did not	Make AYP
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Prepared by: _____ Date: _____
 Reviwed by: _____ Date: _____
 Chief, CSI _____ Date: _____



**REVIEW SHEET FOR AYP
2004-05**

SCHOOL: Lac Courte Oreilles Ojibwa School Wisconsin Grades: K-12

1. Was there a 95% participation rate for:			Is the "n" sufficient for calculations?		
		YES	NO	WIS	
a. All	97.10%	X*		a. All	40
b. Limited English Proficient	100.00%	X		b. LEP	84
c. Special Education	100.00%	X		c. Sp. Ed.	10
					16

*Two year average RED CELL = doesn't meet minimum "n"

2. Reading Achievement was 41 67.5% or better:				
	2003-04	2004-05*	YES	NO
a. All	79.31%	61.22%*	70.27%	X
b. Limited English Proficient			<40	
c. Special Education			<40	

2 yr average

3. Math Achievement was 47.5% or better:				
		YES	NO	
a. All	57.14%	X		
b. Limited English Proficient	<40			
c. Special Education	<40			

4. Attendance rate at least 85%				
		YES	NO	
a. All	93.80%	X		
b. Limited English Proficient	92.00%	X		
c. Special Education	93.50%	X		

5. Graduation Rate at least 82%:				
		YES	NO	
a. All	96.00%	X		
b. Limited English Proficient	100.00%	X		
c. Special Education	100.00%	X		

6. Are there any red cells?		
	YES	NO
		X

7. This school:	X	Did	Did not	Make AYP

Prepared by: _____ Date: _____

Reviewed by: _____ Date: _____

Chief, CSI _____ Date: _____



**Appendix I: U.S. Bureau of Indian Affairs, Office of Indian Education Programs,
Bureau-Wide Annual Report Card 2004-2005**

**U.S. Bureau of Indian Affairs
Office of Indian Education Programs
Bureau-Wide Annual Report Card
2004 - 2005**

Enrollment

	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
I						
ISEP	24599	23318	13965	12591	5467	2683
Total	1325	1226	249	243	296	167
Non-ISEP						
ISEP	50468		27048			8613
M/F						

Average Daily Attendance Rate, Graduation Rate and Dropout Rate

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	91.21%	90.65%	89.49%
Avg Daily Attendance Rate 9-12	85.44%	83.29%	84.22%
Graduation Rate (High School)	57.05%	42.61%	48.76%
Dropout Rate (High School)	11.31%	13.95%	9.51%

Student Achievement

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	16288	97.23%	52.81%	43.84%	3.35%	47.19%
Males	8293	97.26%	60.11%	37.40%	2.49%	39.89%
Females	7995	97.24%	45.26%	50.50%	4.24%	54.74%
Race and Ethnicity						
Native American	16288	97.23%	52.81%	43.84%	3.35%	47.19%
Other Groups						
IEP	3265	95.17%	79.31%	19.46%	1.23%	20.69%
Limited English Proficient	8481	97.25%	58.50%	39.08%	2.43%	41.50%



Alternate Assessment	113		64.60%	21.24%	14.16%	35.40
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Two Year Trend in Language Arts:*

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	16288	93.21%	52.81%	43.84%	3.35%	47.19%
2003-2004	27801	95.79%	48.74%	47.42%	3.84%	51.26%

* In School Year 2003-04 21Schools chose to use the Assessment System of their states . In School year 2004-05 103 schools chose to use the Assessment System of their states. Drop in Proficiency is due to change in assessment systems.

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	24370	97.24%	61.67%	35.19%	3.14%	38.33%
Males	12292	96.84%	66.28%	30.92%	2.80%	33.72%
Females	12078	97.65%	57.01%	39.49%	3.49%	42.99%
Race and Ethnicity						
Native American	24370	97.24%	61.67%	35.19%	3.14%	38.33%
Other Groups						
IEP	4761	95.03%	85.19%	13.71%	1.09%	14.81%
Limited English Proficient	12740	97.27%	71.65%	26.74%	1.61%	28.35%
Alternate Assessment	150		70.66%	22.67%	6.67%	29.34%

Two Year Trend in Reading:*

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	24370	97.24%	61.67%	35.19%	3.14%	38.33%
2003-2004	28227	95.11%	48.84%	47.25%	3.91%	51.16%

*In School Year 2003-04 21Schools chose to use the Assessment System of their states . In School year 2004-05 103 schools chose to use the Assessment System of their states. Drop in Proficiency is due to change in assessment systems.

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	24815	96.17%	65.29%	30.74%	3.96%	34.71%



Males	12457	96.07%	66.42%	29.78%	3.80%	33.58%
Females	12358	96.28%	64.16%	31.71%	4.13%	35.84%
Race and Ethnicity						
Native American	24815	96.17%	65.29%	30.74%	3.96%	34.71%
Other Groups						
IEP	4826	95.06%	82.16%	16.59%	1.25%	17.84%
Limited English Proficient	12944	95.60%	72.63%	24.63%	2.74%	27.37%
Alternate Assessment	164		73.17%	22.56%	4.27%	26.83%

Two Year Trend in Math:*

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	24815	96.17%	65.29%	30.74%	3.96%	34.71%
2003-2004	28652	95.72%	45.98%	48.57%	5.45%	54.02%

*In School Year 2003-04 21 Schools chose to use the Assessment System of their states . In School year 2004-05 103 schools chose to use the Assessment System of their states. Drop in Proficiency is due to change in assessment systems.

High Quality Teachers

A1.	Full-time teaching positions available in the current school year:	4103
	Full-time teachers new to the school:	618
	Unfilled vacancies for full-time teachers:	139
	Total Number of Teachers:	3964
A2.	Teachers at the end of last SY:	4013
	Not offered contracts: 167 Teachers retired: 46	
	Teachers returning:	3548 (88.41%)
B.	Number of Core Area teachers:	3263
	Highly Qualified Core Area teachers:	3084 (94.51%)
C.	Average school principal tenure (years):	3.60427807486631
D.	Number of core area classes taught:	7495
	Core area classes taught by highly qualified teachers:	6178 (82.43%)
	Teachers receiving high-quality professional development:	3798
	Core area teachers incorporating culture or language into classes:	2245
	Core area teachers' qualifications in the use of technology for instruction:	



	Basic:	656 (20.10%)	
	Proficient:	1726 (52.90%)	
	Advanced:	881 (27.00%)	
E.	Full-time paraprofessionals employed:		1632
	Paraprofessionals earning college credits toward a degree:		
	AA:	559	
	BA:	233	
	Paraprofessionals having or earning a degree:		
	AA:	376	
	BA:	154	

BIA Funded School Adequate Yearly Progress

AGENCIES	SCHOOL NAME	04-05 AYP	05-06 STATUS
Billings	Blackfeet Dormitory	n/a	NA
	Northern Cheyenne Tribal School	NO	SI-2
	St Stephens Indian School	YES	AYP
Central Navajo (Chinle)	Black Mesa Community School	NO	RESTR
	Chinle Boarding School	NO	RESTR
	Cottonwood Day School	NO	RESTR
	Jeehdeez'a Academy (Low Mountain)	NO	CA-2
	Lukachukai Community School	NO	SI-2
	Many Farms High School	NO	ALERT
	Nazlini Boarding School	NO	RESTR
	Pinon Community School	NO	ALERT
	Rock Point Community School	NO	CA-2
Rough Rock Community School	NO	SI-2	
Cheyenne River	Cheyenne-Eagle Butte School	NO	SI-1
	Pierre Indian Learning Center	NO	SI-1
	Takini School	NO	CA-2
	Tiospaye Topa School	YES	AYP
Crow Creek/ Lower Brule	Crow Creek High School (combined w/Elem Sch)	YES	AYP
	Crow Creek Elem School (combined w/High Sch)	YES	AYP
	Enemy Swim Day School	YES	AYP
	Lower Brule Day School	YES	AYP
	Tiospa Zina Tribal School	NO	CA-1
Eastern Navajo	Alamo Navajo School	NO	RESTR
	Baca Community School	NO	SI-2
	Bread Springs Day School	YES	AYP
	Chi-Chi'il'tah (Jones Ranch Comm School)	NO	SI-2
	Dibe Yazhi Habltin Olta, Inc. (Borrego Pass)	NO	RESTR
	Dzilth-Na-O-Dith-Hle Community School	NO	SI-1
	Hanaa'dill Community School (Huerfano)	NO	ALERT
	Lake Valley Navajo School	NO	SI-1
	Mariano Lake Community School	NO	RESTR



	Na Neelzhiin Ji Olta (Torreon)	NO	CA-1
	Ojo Encino Day School	NO	CA-1
	Pueblo Pintado Community School	NO	RESTR
	T'ists'oz'i bi'ol'ta (Crownpoint)	NO	SI-1
	To'hajilee (Canoncito)	NO	CA-1
	Tse'i'ahi' Community School (Standing Rock)	NO	ALERT
	Wingate Elementary School	NO	SI-1
	Wingate High School	NO	SI-1
Ft. Apache	Cibecue Community School	NO	RESTR
	John F. Kennedy Day School	NO	SI-1
	Theodore Roosevelt School	NO	SI-1
Ft. Defiance	Ch'oozhgai Community School (Chuska)	NO	SI-1
	Crystal Boarding School	NO	SI-1
	Dilcon Community School	NO	SI-1
	Greasewood Springs Community School	NO	CA-1
	Holbrook Dormitory	n/a	NA
	Hunters Point Boarding School	NO	RESTR
	Kin Dah Lichi'i Olta	NO	CA-2
	Pine Springs Day School	NO	ALERT
	Seba Dalkai Boarding School	NO	ALERT
	Wide Ruins Community School	NO	RESTR
	Winslow Residential Hall	n/a	NA
Hopi	Havasupai School	NO	RESTR
	Hopi Day School	YES	AYP
	Hopi High School	YES	AYP
	Hotevilla Bacavi Community School	YES	AYP
	Keams Canyon Boarding School	YES	AYP
	Moencopi Day School	YES	AYP
	First Mesa Elementary School (Polacca)	YES	AYP
	Second Mesa Day School	YES	AYP
Minneapolis	Bahweting Anishnabe School	YES	AYP
	Bug-O-Nay-Ge-Shig School	NO	SI-1
	Circle of Life Survival School	YES	AYP
	Circle of Nations - Wahpaton Indian Boarding	NO	ALERT
	Flandreau Indian Boarding School	NO	SI-1
	Fond du Lac Ojibwe School	NO	SI-1
	Hannahville Indian School	NO	SI-1
	Lac Courte Oreilles Ojibwa School	YES	AYP
	Menominee Tribal School	NO	ALERT
	Meskwaki Settlement School	YES	AYP
	Nay-Ah-Shing School	NO	SI-1
	Oneida Tribal School	NO	SI-1
Northern Navajo (Shiprock)	Aneth Community School	NO	RESTR
	Atsa' Biya' a'zh Community School	NO	ALERT
	Aztec Dormitory	n/a	NA
	Beclabito Day School	YES	AYP
	Cove Day School	NO	CA-1
	Navajo Preparatory School	YES	AYP
	Nenahnezad Community School	NO	RESTR
	Red Rock Day School	YES	AYP
	Sanostee Day School	NO	ALERT



	Shiprock Alternative Dormitory		
	Shiprock Northwest High School		
	T'is Nazbas Community School (Teecnospos)	NO	RESTR
	Tohaali' Community School (Toadlena)	NO	RESTR
Northern Pueblos	Jicarilla Dormitory	n/a	NA
	Ohkay Owingeh Community School	NO	CA-2
	San Ildefonso Day School	YES	SI-1
	Santa Clara Day School	NO	ALERT
	Santa Fe Indian School	NO	SI-1
	Taos Day School	NO	SI-1
	Te Tse Geh Oweenge Day School	NO	ALERT
Oklahoma	Carter Seminary	n/a	NA
	Eufaula Dormitory	n/a	NA
	Jones Academy	n/a	NA
	Kickapoo Nation School	YES	AYP
	Riverside Indian School	NO	SI-1
	Sequoyah High School	NO	SI-1
Pima/ Papago	Blackwater Community School	YES	AYP
	Casa Blanca Day School	NO	SI-2
	Gila Crossing Day School	NO	CA-2
	Salt River Day School	NO	SI-2
	San Simon School	NO	SI-1
	Santa Rosa Boarding School	NO	SI-1
	Santa Rosa Ranch School	NO	SI-1
	Tohono O'odham High School	NO	SI-2
Pine Ridge	American Horse School	NO	ALERT
	Crazy Horse School	NO	CA-2
	Little Wound School	NO	SI-2
	Loneman Day School	NO	SI-2
	Pine Ridge School	NO	SI-2
	Porcupine Day School	NO	RESTR
	Wounded Knee District School	NO	RESTR
Portland	Chemawa Indian School	YES	AYP
	Chief Leschi School (Puyallup)	YES	AYP
	Coeur d'Alene Tribal School	YES	SI-2
	Lummi High School	NO	SI-1
	Lummi Tribal School System	NO	RESTR
	Muckleshoot Tribal School	NO	RESTR
	Paschal Sherman Indian School	YES	AYP
	Quileute Tribal School	YES	SI-1
	Shoshone-Bannock School District No. 512	YES	CA-2
	Two Eagle River School	NO	SI-1
	Wa He Lut Indian School	NO	ALERT
	Yakama Nation Tribal School	YES	AYP
Rosebud	Marty Indian School	YES	AYP
	Sicangu Owaye Oti (Rosebud Dormitory)	n/a	NA
	St Francis Indian School	NO	SI-1
Sacramento	Duckwater Shoshone Elementary	YES	AYP
	Noli School	NO	SI-1
	Pyramid Lake High School	YES	AYP
	Sherman Indian High School	NO	SI-2



Southern and Eastern States	Ahafachkee Day School	YES	AYP
	Beatrice Rafferty School	NO	ALERT
	Boque Chitto Elementary School	YES	AYP
	Cherokee Central Elementary School	YES	AYP
	Cherokee Central High	NO	SI-1
	Chitimacha Day School	YES	AYP
	Choctaw Central High School	NO	SI-1
	Choctaw Central Middle School	NO	SI-1
	Conehatta Elementary School	YES	AYP
	Indian Island School	YES	AYP
	Indian Township School	NO	SI-2
	Miccosukee Indian School	YES	AYP
	Pearl River Elementary School	YES	AYP
	Red Water Elementary School	YES	AYP
	Standing Pine Elementary School	YES	AYP
Tucker Elementary School	YES	AYP	
Southern Pueblos	Isleta Elementary School	NO	SI-1
	Jemez Day School	NO	SI-1
	Laguna Elementary School	NO	SI-1
	Laguna Middle School	NO	SI-1
	Mescalero Apache School	NO	SI-1
	Pine Hill School	NO	SI-2
	San Felipe Pueblo Elementary	NO	SI-1
	Sky City Community School	NO	SI-1
	Zia Day School (Tsiya Elem & Mid Sch)	YES	AYP
Standing Rock	Little Eagle Day School	NO	SI-1
	Rock Creek Day School	NO	RESTR
	Standing Rock Community School	NO	SI-1
	Tate Topa Tribal School (Four Winds)	NO	SI-1
	Theodore Jamerson Elementary School	NO	ALERT
Turtle Mountain	Dunseith Day School	NO	SI-2
	Mandaree Day School	NO	ALERT
	Ojibwa Indian School	NO	SI-1
	Trenton School	NO	ALERT
	Turtle Mountain Elementary School	NO	ALERT
	Turtle Mountain High School	NO	SI-1
	Turtle Mountain Middle School	NO	SI-1
	Twin Butter Day School	NO	ALERT
White Shield School	NO	ALERT	
Western Navajo	Chilchinbeto Community School	NO	RESTR
	Dennehotso Boarding School	NO	SI-1
	Greyhills Academy High School	YES	AYP
	Kaibeto Boarding School	NO	RESTR
	Kayenta Community School	NO	RESTR
	KinLani Bordertown (Flagstaff) Dormitory	n/a	NA
	Leupp School, Inc.	NO	SI-1
	Little Singer Community School	NO	SI-1
	Naa Tsis 'Ana Comm School (Navajo Mountain)	YES	AYP
	Richfield Residential Hall	n/a	NA
	Rocky Ridge Boarding School	YES	RESTR
Shonto Preparatory School	NO	SI-1	
	Tonalea Day School (Red Lake)	NO	RESTR
	Tuba City Boarding School	NO	SI-1



**Appendix J: Bureau-Wide Annual Report, Part I: School-Wide Participation
(complete)**

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Part 1: Schoolwide Participation

ISEP Students

Grade	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
P	20	18	14	12	80	38
K	2336	2001	1917	1652	327	136
1	1920	1911	1557	1513	340	172
2	1887	1741	1573	1418	360	190
3	1783	1724	1370	1330	378	195
4	1804	1603	1105	928	422	203
5	1826	1797	1024	977	486	238
6	2044	1802	1038	795	521	241
7	2060	1970	1134	1019	523	250
8	1968	1928	915	849	539	290
9	2318	2238	809	731	509	251
10	1948	1910	678	626	440	231
11	1425	1401	432	397	293	149
12	1112	1131	283	271	221	93
n	148	143	116	73	28	6
Total	24599	23318	13965	12591	5467	2683
M/F		47917		26556		8150



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Part 1: Schoolwide Participation

Non-ISEP Students

Grade	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
P	48	43	14	12	3	4
K	173	124	56	46	31	16
1	96	102	33	31	13	11
2	107	73	40	25	18	14
3	91	84	33	27	17	8
4	122	104	19	14	22	12
5	115	110	8	22	35	12
6	104	121	10	9	29	13
7	91	95	8	15	25	15
8	81	95	6	10	32	24
9	86	65	4	2	20	9
10	66	80	1	4	18	9
11	70	61	4	5	19	13
12	58	51	3	8	11	7
n	17	18	10	13	3	0
Total	1325	1226	249	243	296	167
M/F		2551		492		463



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Part 1: Schoolwide Participation

ISEP And Non-ISEP

	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
Total	25924	24544	14214	12834	5763	2850
M/F		50468		27048		8613

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	91.21%	90.65%	89.49%
Avg Daily Attendance Rate 9-12	85.44%	83.29%	84.22%
H.S. Graduation Rate (State)	72.64%		
H.S. Graduation Rate (BIA)	57.05%	42.61%	48.76%
Dropouts (High School)	1585	594	218
Dropout Rate (High School)	11.31%	13.95%	9.51%

Total Male Homeless: 509
 Total Female Homeless: 454
 Students Eligible for Free Meals: 35920
 Students Eligible for Reduced Cost Meals: 4297



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Part 2a: Language Arts

All Students

Grade	<u>Male</u>			<u>Female</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	523	409	43	409	464	61
4	672	337	25	498	393	42
5	599	330	22	443	474	50
6	548	380	27	394	501	20
7	516	366	16	365	517	38
8	598	391	17	469	502	31
9	247	192	12	156	275	16
10	467	210	13	331	287	29
11	357	193	12	242	240	21
12	109	76	5	74	119	9

LEP And Special Ed

Grade	<u>LEP</u>			<u>Special Ed</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	664	596	63	226	75	10
4	739	381	29	357	76	3
5	652	391	21	324	85	1
6	564	411	22	309	82	4
7	620	534	28	274	83	1
8	684	425	19	392	91	4
9	208	143	4	99	18	4
10	320	128	9	169	50	6
11	221	123	1	176	16	3
12	79	42	1	54	8	1



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Part 2a: Language Arts

Test Participation Summary

Grade	Students Enrolled	Students Tested	Percent Tested
3	2030	1909	94.04%
4	2068	1967	95.12%
5	1980	1918	96.87%
6	1937	1870	96.54%
7	2003	1818	90.76%
8	2184	2008	91.94%
9	1043	898	86.10%
10	1378	1337	97.02%
11	1229	1065	86.66%
12	436	392	89.91%
Total	16288	15182	93.21%

Assessment Summary

	Basic	Percent Proficient	Percent Advanced	Percent		
All	8017	52.81%	6656	43.84%	509	3.35%
LEP	4751	58.50%	3174	39.08%	197	2.43%
Sp. Ed.	2380	79.31%	584	19.46%	37	1.23%

Number of students given alternate assessments: 115
Number of students provided accommodations (IEP): 2117



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Part 2b: Reading

All Students

Grade	<u>Male</u>			<u>Female</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	1017	496	60	843	653	66
4	1070	478	45	834	599	56
5	1071	455	44	980	571	77
6	1197	393	34	1005	506	40
7	1020	485	32	892	638	48
8	1097	510	43	1016	616	44
9	404	246	21	338	326	18
10	445	246	16	372	263	16
11	443	282	29	353	357	34
12	125	90	9	91	129	13

LEP And Special Ed

Grade	<u>LEP</u>			<u>Special Ed</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	1346	675	59	401	87	15
4	1232	500	25	478	104	8
5	1284	407	29	536	91	6
6	1270	293	27	561	64	8
7	1284	464	23	542	73	5
8	1246	413	14	635	107	3
9	397	179	5	184	12	0
10	354	120	6	189	43	4
11	374	194	2	234	25	0
12	92	69	9	54	8	0



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Part 2b: Reading

Test Participation Summary

Grade	Students Enrolled	Students Tested	Percent Tested
3	3215	3135	97.51%
4	3179	3082	96.95%
5	3258	3198	98.16%
6	3245	3175	97.84%
7	3194	3115	97.53%
8	3388	3326	98.17%
9	1404	1353	96.37%
10	1410	1358	96.31%
11	1584	1498	94.57%
12	493	457	92.70%
Total	24370	23697	97.24%

Assessment Summary

	Basic	Percent Proficient	Percent Advanced	Percent		
All	14613	61.67%	8339	35.19%	745	3.14%
LEP	8879	71.65%	3314	26.74%	199	1.61%
Sp. Ed.	3814	85.19%	614	13.71%	49	1.09%

Number of students given alternate assessments: 163
Number of students provided accommodations (IEP): 3238
Third graders reading independently at third grade level: 1275 (39.66%)



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Part 2c: Mathematics

All Students

Grade	<u>Male</u>			<u>Female</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	920	557	92	894	580	86
4	996	526	79	874	531	85
5	1071	440	64	1074	477	80
6	1163	393	68	1067	410	65
7	1111	389	35	1076	436	53
8	1129	483	51	1147	474	44
9	430	249	24	411	290	37
10	470	195	17	427	207	17
11	528	244	18	532	255	19
12	130	88	7	132	113	5

LEP And Special Ed

Grade	<u>LEP</u>			<u>Special Ed</u>		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
3	1307	687	106	386	110	12
4	1230	482	57	450	128	11
5	1276	399	39	512	105	11
6	1274	259	47	535	86	9
7	1382	329	32	511	102	3
8	1233	389	33	623	122	5
9	404	191	8	175	28	1
10	358	103	4	195	33	1
11	413	149	12	244	22	2
12	111	60	1	59	9	1



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Part 2c: Mathematics

Test Participation Summary

Grade	Students Enrolled	Students Tested	Percent Tested
3	3194	3129	97.96%
4	3155	3091	97.97%
5	3257	3206	98.43%
6	3230	3166	98.02%
7	3178	3100	97.55%
8	3407	3328	97.68%
9	1603	1441	89.89%
10	1499	1333	88.93%
11	1791	1596	89.11%
12	501	475	94.81%
Total	24815	23865	96.17%

Assessment Summary

	Basic	Percent Proficient	Percent Advanced	Percent		
All	15582	65.29%	7337	30.74%	946	3.96%
LEP	8988	72.63%	3048	24.63%	339	2.74%
Sp. Ed.	3690	82.16%	745	16.59%	56	1.25%

Number of students given alternate assessments: 173
Number of students provided accommodations (IEP): 3245
Students meeting state standards for technical literacy: 8231



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Part 3: Staff Development

A1.	Full-time teaching positions available in the current school year:	4103
	Full-time teachers new to the school:	618
	Unfilled vacancies for full-time teachers:	139
	Total Number of Teachers:	3964
A2.	Teachers at the end of last SY:	4013
	Not offered contracts: 167 Teachers retired: 46	
	Teachers returning:	3548 (88.41%)
B.	Number of Core Area teachers:	3263
	Highly Qualified Core Area teachers:	3084 (94.51%)
C.	Average school principal tenure (years):	3.60427807486631
D.	Number of core area classes taught:	7495
	Core area classes taught by highly qualified teachers:	6178 (82.43%)
	Teachers receiving high-quality professional development:	3798
	Core area teachers incorporating culture or language into classes:	2245
	Core area teachers' qualifications in the use of technology for instruction:	
	Basic: 656 (20.10%)	
	Proficient: 1726 (52.90%)	
	Advanced: 881 (27.00%)	
E.	Full-time paraprofessionals employed:	1632
	Paraprofessionals earning college credits toward a degree:	



AA: 559

BA: 233

Paraprofessionals having or earning a degree:

AA: 376

BA: 154



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Part 4: Provision for Safe and Drug Free School and Community

A. Major Activities

Number of schools participating in the following activities:

176 Substance abuse prevention instruction	144 Before and after school activities
73 Safe & drug free services for out of school youth	139 Violence prevention instruction
168 Parent education and involvement	126 Conflict resolution and Peer mediation
132 Curriculum acquisition or development	141 Student Support services
102 Community service projects	82 Alternative education programs
167 Special one-time events	88 Security Equipment
170 Staff Training	109 Security
92 Personnel	78 HIV Curriculum Training

B. Incidents of Drug and Alcohol Use

	K-6	7-8	9-12
Number of Incidents	357	734	2789
Student Offenders (unduplicated)	256	647	2137
Non-student Offenders	388	180	4

Total Number of Incidents: 3880



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Part 4: Provision for Safe and Drug Free School and Community

C. Incidents of Violence

	K-6	7-8	9-12
Number of Incidents	3539	1915	1983
Student Offenders (unduplicated)	2182	1434	1551
Non-student Offenders	295	65	16
Student Victims	1793	956	846
Staff Victims	107	112	148
Other Victims	105	5	0
Incidents that were weapons-related	73	50	59

Total Number of Incidents: 7437

D. Community Involvement

Schools involving community agencies or organizations in safe and drug free activities: **170**

Schools reporting the involvement of the following organizations:

- 146 Joint service delivery, including referrals
- 151 Teacher/staff training
- 147 Public awareness activities
- 34 Fund-raising

Schools with student participation in designing, delivering or critiquing your safe and drug free activities: **124**



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Part 5: Extended Learning, Language and Culture

Schools that provided extended learning time: **166**

**Number of schools providing extended learning time for
the following:**

27 Before School

161 After School

34 Weekend

126 Summer

Schools that provided family literacy services for parents: **131**

Schools providing Tribal language and/or culture education for
students: **176**

Students demonstrating knowledge of Tribal language / culture:
29534



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Special Education Section

Section A: Enrollment Data

Grade	Students with IEPs (1)
3	529
4	633
5	644
6	653
7	646
8	773
9	266
10	294
11	328
12	95
Total	4861



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Special Education Section
Section B(1): Language Arts

Language Arts: Students taking Regular Assessment ON GRADE LEVEL

Grade	No Accommodations (3i)	With Accommodations (3ii)	Accommodations Invalidated Score (3A)	Invalid Results (3B)
3	89	218	6	10
4	104	315	0	8
5	83	315	2	1
6	86	288	2	2
7	78	275	1	0
8	110	371	0	6
9	37	78	0	0
10	104	117	0	0
11	85	103	0	0
12	21	37	0	0
Total	797	2117	11	27
3i + 3ii		2914		

Language Arts: Students taking Regular Assessment OUT OF GRADE LEVEL

Grade	Students Assessed Out of Grade Level (4)	Accommodations Invalidated Score (4A)	Invalid Results (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	1	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	1	0	0



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Special Education Section

Section B(2): Language Arts

Language Arts: Students taking Alternate Assessments

Grade	Took Alternate Assessment (5)	Score Counted as Basic due to NCLB Cap (5A)	Assessment was Invalid (5B)
3	14	4	0
4	26	5	1
5	13	1	0
6	22	3	0
7	5	4	0
8	12	4	0
9	6	1	0
10	4	2	0
11	8	3	1
12	5	2	0
Total	115	29	2



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Special Education Section

Section B(3): Language Arts

Language Arts: Students Not Taking Any Assessments

Grade	Parental Exemptions (6)	Absents (7)	Exempt for Other Reasons (8)
3	0	6	44
4	3	6	25
5	0	7	39
6	1	5	16
7	1	7	45
8	0	2	54
9	0	3	56
10	5	2	26
11	0	14	54
12	0	0	28
Total	10	52	387



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Special Education Section
Section B(4): Language Arts

Language Arts: Regular Assessment (9A)

Grade	Basic	Proficient	Advanced
3	215	73	9
4	340	69	2
5	314	82	1
6	295	76	2
7	270	82	1
8	386	88	1
9	97	18	0
10	167	49	5
11	172	16	0
12	51	7	0
Total	2307	560	21

Language Arts: Alternate Assessment (9B)

Grade	Basic	Proficient	Advanced
3	11	2	1
4	17	7	1
5	10	3	0
6	14	6	2
7	4	1	0
8	6	3	3
9	2	0	4
10	2	1	1
11	4	0	3
12	3	1	1
Total	73	24	16



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Special Education Section
Section C(1): Reading

Reading: Students taking Regular Assessment ON GRADE LEVEL

Grade	No Accommodations (3i)	With Accommodations (3ii)	Accommodations Invalidated Score (3A)	Invalid Results (3B)
3	148	352	19	13
4	143	424	0	9
5	146	473	16	3
6	160	441	3	2
7	138	468	1	0
8	141	598	32	7
9	54	139	0	0
10	73	150	10	0
11	100	154	0	0
12	19	39	0	0
Total	1122	3238	81	34
3i + 3ii		4360		

Reading: Students taking Regular Assessment OUT OF GRADE LEVEL

Grade	Students Assessed Out of Grade Level (4)	Accommodations Invalidated Score (4A)	Invalid Results (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	1	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	1	0	0



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Special Education Section

Section C(2): Reading

Reading: Students taking Alternate Assessments

Grade	Took Alternate Assessment (5)	Score Counted as Basic due to NCLB Cap (5A)	Assessment was Invalid (5B)
3	18	4	2
4	37	5	5
5	17	3	0
6	34	3	1
7	16	5	2
8	15	4	2
9	3	1	0
10	13	2	0
11	6	3	1
12	4	2	0
Total	163	32	13



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Special Education Section

Section C(3): Reading

Reading: Students Not Taking Any Assessments

Grade	Parental Exemptions (6)	Absents (7)	Exempt for Other Reasons (8)
3	0	9	5
4	3	12	16
5	0	9	3
6	1	13	6
7	0	16	4
8	0	9	12
9	0	22	26
10	5	4	22
11	0	16	37
12	0	0	24
Total	9	110	155



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Special Education Section
Section C(4): Reading

Reading: Regular Assessment (9A)

Grade	Basic	Proficient	Advanced
3	387	85	15
4	457	95	6
5	524	86	6
6	541	56	3
7	531	71	4
8	625	105	2
9	183	10	0
10	180	40	3
11	230	24	0
12	50	8	0
Total	3708	580	39

Reading: Alternate Assessment (9B)

Grade	Basic	Proficient	Advanced
3	14	2	0
4	21	9	2
5	12	5	0
6	20	8	5
7	11	2	1
8	10	2	1
9	1	2	0
10	9	3	1
11	4	1	0
12	4	0	0
Total	106	34	10



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Special Education Section
Section C(4): Reading

Reading: Regular Assessment (9A)

Grade	Basic	Proficient	Advanced
3	387	85	15
4	457	95	6
5	524	86	6
6	541	56	3
7	531	71	4
8	625	105	2
9	183	10	0
10	180	40	3
11	230	24	0
12	50	8	0
Total	3708	580	39

Reading: Alternate Assessment (9B)

Grade	Basic	Proficient	Advanced
3	14	2	0
4	21	9	2
5	12	5	0
6	20	8	5
7	11	2	1
8	10	2	1
9	1	2	0
10	9	3	1
11	4	1	0
12	4	0	0
Total	106	34	10



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Special Education Section
Section D(1): Mathematics

Mathematics: Students taking Regular Assessment ON GRADE LEVEL

Grade	No Accommodations (3i)	With Accommodations (3ii)	Accommodations Invalidated Score (3A)	Invalid Results (3B)
3	154	347	15	9
4	139	430	5	14
5	148	465	15	2
6	152	445	2	2
7	146	456	2	0
8	137	603	40	7
9	56	142	1	0
10	64	151	22	0
11	107	160	8	6
12	18	46	1	0
Total 3i + 3ii	1121	3245 4366	111	40

Mathematics: Students taking Regular Assessment OUT OF GRADE LEVEL

Grade	Students Assessed Out of Grade Level (4)	Accommodations Invalidated Score (4A)	Invalid Results (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	1	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total	1	0	0



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Special Education Section

Section D(3): Mathematics

Mathematics: Students Not Taking Any Assessments

Grade	Parental Exemptions (6)	Absents (7)	Exempt for Other Reasons (8)
3	0	9	2
4	3	10	15
5	0	11	3
6	1	14	6
7	0	19	4
8	0	10	13
9	0	20	33
10	13	5	39
11	0	16	31
12	0	0	22
Total	17	114	168



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Special Education Section
Section D(4): Mathematics

Mathematics: Regular Assessment (9A)

Grade	Basic	Proficient	Advanced
3	372	108	12
4	426	118	11
5	499	101	11
6	512	78	6
7	501	98	3
8	610	119	4
9	171	26	1
10	185	30	0
11	239	21	1
12	55	9	0
Total	3570	708	49

Mathematics: Alternate Assessment (9B)

Grade	Basic	Proficient	Advanced
3	14	2	0
4	24	10	0
5	13	4	0
6	23	8	3
7	10	4	0
8	13	3	1
9	4	2	0
10	10	3	1
11	5	1	1
12	4	0	1
Total	120	37	7



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Special Education Section

Section B(3): Language Arts

Language Arts: Students Not Taking Any Assessments

Grade	Parental Exemptions (6)	Absents (7)	Exempt for Other Reasons (8)
3	0	6	44
4	3	6	25
5	0	7	39
6	1	5	16
7	1	7	45
8	0	2	54
9	0	3	56
10	5	2	26
11	0	14	54
12	0	0	28
Total	10	52	387



Appendix K: School-Wide Annual Report Card

**Annual Report Card SY 2004 - 2005
Takini
Howes, SD
2004 - 2005**

Enrollment

	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
Total	128	89	120	82	26	18
M/F		217		202		44

Average Daily Attendance Rate, Graduation Rate and Dropout Rate

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	85%	85%	69%
Avg Daily Attendance Rate 9-12	82%	82%	82%
Graduation Rate (High School)	50%	50%	20%
Dropout Rate (High School)	13.70%	16.13%	14.29%

Student Achievement

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	117	99.15%	57.76%	40.52%	1.72%	42.24%
Males	65	100.00%	73.85%	24.62%	1.54%	26.15%
Females	52	98.08%	37.25%	60.78%	1.96%	62.75%
Race and Ethnicity						
Native American	117	99.15%	57.76%	40.52%	1.72%	42.24%
Other Groups						
IEP	25	100.00%	68.00%	32.00%	0.00%	32.00%
Limited English Proficient	117	99.15%	57.76%	40.52%	1.72%	42.24%



Two Year Trend in Language Arts:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	117	99.15%	57.76%	40.52%	1.72%	42.24%
2003-2004	115	99.13%	57.89%	41.23%	0.88%	42.11%

State-wide Comparison (SD):

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	4139	96.81%	53.31%	44.27%	2.42%	46.69%

Student Achievement

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	117	99.15%	50.00%	48.28%	1.72%	50.00%
Males	65	100.00%	58.46%	40.00%	1.54%	41.54%
Females	52	98.08%	39.22%	58.82%	1.96%	60.78%
Race and Ethnicity						
Native American	117	99.15%	50.00%	48.28%	1.72%	50.00%
Other Groups						
IEP	25	100.00%	84.00%	16.00%	0.00%	16.00%
Limited English Proficient	117	99.15%	50.00%	48.28%	1.72%	50.00%

Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	117	99.15%	50.00%	48.28%	1.72%	50.00%
2003-2004	115	98.26%	50.44%	47.79%	1.77%	49.56%

State-wide Comparison (SD):

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	4186	96.54%	51.82%	44.62%	3.56%	48.18%



Student Achievement

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	117	99.15%	43.97%	54.31%	1.72%	56.03%
Males	65	100.00%	44.62%	53.85%	1.54%	55.38%
Females	52	98.08%	43.14%	54.90%	1.96%	56.86%
Race and Ethnicity						
Native American	117	99.15%	43.97%	54.31%	1.72%	56.03%
Other Groups						
IEP	25	100.00%	72.00%	28.00%	0.00%	28.00%
Limited English Proficient	117	99.15%	43.97%	54.31%	1.72%	56.03%

Two Year Trend in Math:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	117	99.15%	43.97%	54.31%	1.72%	56.03%
2003-2004	115	98.26%	41.59%	57.52%	0.88%	58.41%

State-wide Comparison (SD):

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2004-2005	4188	96.70%	47.14%	47.60%	5.26%	52.86%

High Quality Teachers

A1.	Full-time teaching positions available in the current school year:	23
	Full-time teachers new to the school:	6
	Unfilled vacancies for full-time teachers:	0
	Total Number of Teachers:	23
A2.	Teachers at the end of last SY:	23
	Not offered contracts: 4 Teachers retired: 1	
	Teachers returning:	18 (78.26%)
B.	Number of Core Area teachers:	22
	Highly Qualified Core Area teachers:	22 (100.00%)



C.	Current school principal tenure (years):	3
D.	Number of core area classes taught:	64
	Core area classes taught by highly qualified teachers:	64 (100.00%)
	Teachers receiving high-quality professional development:	23
	Core area teachers incorporating culture or language into classes:	22
	Core area teachers' qualifications in the use of technology for instruction:	
	Basic: 2 (9.09%)	
	Proficient: 13 (59.09%)	
	Advanced: 7 (31.82%)	
E.	Full-time paraprofessionals employed:	2
	Paraprofessionals earning college credits toward a degree:	
	AA: 1	
	BA: 0	
	Paraprofessionals having or earning a degree:	
	AA: 1	
	BA: 0	



Appendix L: Currently: AYP Calculation Summary

**REVIEW SHEET FOR AYP
2004-2005**

	Blackfeet Dormitory	Northern Cheyenne Tribal	St. Stephens Indian School
BILLINGS			
1) Participation Rate			
a. All	n/a	Yes	Yes
b. LEP	n/a	Yes	Yes
c. Spec Educ	n/a	Yes	Yes
2) Language Arts			
a. All	n/a	Language Arts	61.07
b. LEP	n/a	not AYP	n/a
c. Spec Educ	n/a	Indicator	<30
3) Reading			
a. All	n/a	31.31	53.91
b. LEP	n/a	n/a	n/a
c. Spec Educ	n/a	13.69	<30
4) Math			
a. All	n/a	22.99	51.06
b. LEP	n/a	n/a	n/a
c. Spec Educ	n/a	8.00	<30
5) Attendance			
a. All	n/a	No (78)	Yes
b. LEP	n/a	n/a	Yes
c. Spec Educ	n/a	n/a	Yes
6) Graduation			
a. All	n/a	No (70)	Yes
b. LEP	n/a	n/a	Yes
c. Spec Educ	n/a	n/a	Yes
7) Is there any red cells?	n/a	Yes	No
8) Did school make AYP?	n/a	No	Yes
9) "N" sufficient for calculations			
State=		MT=30	
BIA=	n/a		30
a. All	n/a		47
b. LEP	n/a	40	n/a
c. Spec Educ	n/a	40	7

Created: August 9, 2005
Updated: 10/06/05
FJ



REVIEW SHEET FOR AYP
2004-2005

CENTRAL NAVAJO	Black Mesa	Chinle Boarding	Cottonwood Day	Jeitendeez'a (Low Min)	Lukachukai Comm Sch	Many Farms High
1) Participation Rate						
a. All	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	No	Yes	Yes	Yes
2) Language Arts						
a. All	AZ does not use LA	AZ does not use LA	AZ does not use LA	31.31	AZ does not use LA	AZ does not use LA
b. LEP	AZ does not use LA	AZ does not use LA	AZ does not use LA	31.31	AZ does not use LA	AZ does not use LA
c. Spec Educ	AZ does not use LA	AZ does not use LA	AZ does not use LA	<30	AZ does not use LA	AZ does not use LA
3) Reading						
a. All	(3) 0.00; (5) 17.65; (8) 10.53	(3) 54.76; (5) 38.18; (8) 32.43	(3) 44.93; (5) 33.77; (8) 39.57	20.20	(3) 31.91; (5) 13.33; (8) 18.00	(HS) 27.42
b. LEP	(3) <40; (5) <40; (8) <40	(3) 56.10; (5) 37.25; (8) 29.79	(3) 46.97; (5) 5.66; (8) 47.62	20.20	(3) 31.11; (5) 26.12; (8) 29.91	(HS) 23.68
c. Spec Educ	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40	(3) <40; (5) <40; (8) <40	<30	(3) <40; (5) <40; (8) <40	(HS) <40
4) Math						
a. All	(3) 12.50; (5) 23.53; (8) 31.58	(3) 83.33; (5) 63.64; (8) 54.42	(3) 33.90; (5) 15.00; (8) 40.28	31.31	(3) 19.15; (5) 23.91; (8) 28.00	(HS) 17.39
b. LEP	(3) <40; (5) <40; (8) <40	(3) 82.93; (5) 62.75; (8) 53.47	(3) 35.00; (5) 15.00; (8) 40.30	30.93	(3) 17.78; (5) 32.09; (8) 56.03	(HS) 17.39
c. Spec Educ	(3) <40; (5) <40; (8) <40		(3) <40; (5) <40; (8) <40	<30	(3) <40; (5) <40; (8) <40	(HS) <40
5) Attendance						
a. All	Yes	Yes	Yes	Yes	Yes (92.56)	n/a
b. LEP	Yes	Yes	Yes	Yes	Yes (92.56)	n/a
c. Spec Educ	Yes	Yes	<40	Yes	No (86.00)	n/a
6) Graduation						
a. All	n/a	n/a	n/a	n/a	n/a	No (46.51)
b. LEP	n/a	n/a	n/a	n/a	n/a	data missing
c. Spec Educ	n/a	n/a	n/a	n/a	n/a	data missing
7) Is there any red cells?						
	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?						
	No	No	No	No	No	No
9) "N" sufficient for calculations						
State-	AZ=40	AZ=40	AZ=40		AZ=40	AZ=40
BIA-				30		
a. All	Based	Based	Based	99	Based on	124
b. LEP	on 3-year	on 3-year	on 3-year	99	3-yr average	114
c. Spec Educ	average	average	average	16	NO	13



REVIEW SHEET FOR AYP
2004-2005

Mazini Boarding	Pinon Community	Rock Point	Rough Rock
-----------------	-----------------	------------	------------

CENTRAL NAVAJO

1) Participation Rate					
a. All	Yes	n/a		Yes	Yes
b. LEP	Yes	n/a		Yes	Yes
c. Spec Educ	Yes	n/a		No	Yes
2) Language Arts					
a. All	48.28	n/a		AZ does not use LA	AZ does not use LA
b. LEP	48.28	n/a		AZ does not use LA	AZ does not use LA
c. Spec Educ	<10	n/a		AZ does not use LA	AZ does not use LA
3) Reading					
a. All	32.76	See Progress	(3) 41.26; (5) 32.89; (8) 32.67; (HS) 51.12	(3) 36.25; (5) 16.42; (8) 11.36; (HS) 10.96	
b. LEP	32.76	on DIBELS	(3) 40.32; (5) 22.93; (8) 25.33; (HS) 47.62	(3) 22.54; (5) 12.50; (8) 11.36; (HS) 8.96	
c. Spec Educ	<10	Reading Assmt	(3) <40; (5) <40; (8) <40; (HS) <40	(3) <40; (5) <40; (8) <40; (HS) <40	
4) Math					
a. All	60.34	n/a	(3) 43.83; (5) 32.32; (8) 36.46; (HS) 49.62	(3) 40; (5) 4.44; (8) 4.55; (HS) 12.93	
b. LEP	60.34	n/a	(3) 44.59; (5) 31.25; (8) 35.85; (HS) 46.34	(3) 35.21; (5) 1.82; (8) 4.55; (HS) 3.08	
c. Spec Educ	<10	n/a	(3) <40; (5) <40; (8) <40; (HS) <40	(3) <40; (5) <40; (8) <40; (HS) <40	
5) Attendance					
a. All	Yes	Yes		Yes	Yes (90)
b. LEP	Yes	Yes		Yes	Yes (90)
c. Spec Educ	Yes	Yes		<40	No (87)
6) Graduation					
a. All	n/a	n/a		Yes	No (67)
b. LEP	n/a	n/a		Yes	n/a
c. Spec Educ	n/a	n/a		<40	n/a
7) Is there any red cells?					
	Yes	n/a		Yes	Yes
8) Did school make AYP?					
	No	No		No	No
9) "N" sufficient for calculations					
State=		30		AZ=40	AZ=40
BIA=	30				
a. All	58		Based		Based
b. LEP	58		on 3-year		on 3-year
c. Spec Educ	<10		average		average



REVIEW SHEET FOR AYP
2004-2005

CHEYENNE RIVER		Cheyenne Eagle Butte School Pierre Indian Learning Center Takini School Tiospaye Topa			
1) Participation Rate					
a. All		Yes	Yes	Yes	Yes
b. LEP		Yes	Yes	Yes	Yes
c. Spec Educ		Yes	Yes	Yes	Yes
2) Language Arts					
a. All		58.10	52.38	42.24	64.37
b. LEP		44.55	56.86	42.24	61.54
c. Spec Educ		33.98	32.26	32	37.03
3) Reading					
a. All		59.44	48.21	50.00	60.22
b. LEP		52.78	38.23	50.00	34.62
c. Spec Educ		23.30	26.81	16	20.20
4) Math					
a. All		73.15	56.55	56.03	65.59
b. LEP		60.19	47.06	56.03	46.15
c. Spec Educ		44.12	32.26	28.00	51.72
5) Attendance					
a. All		Yes	Yes	Yes	Yes
b. LEP		Yes	Yes	Yes	Yes
c. Spec Educ		Yes	Yes	Yes	Yes
6) Graduation					
a. All		Yes	n/a	Yes	Yes
b. LEP		Yes	n/a	Yes	Yes
c. Spec Educ		Yes	n/a	Yes	Yes
7) Is there any red cells?					
		Yes	Yes	Yes	No
8) Did school make AYP?					
		No	No	No	Yes
9) "N" sufficient for calculations					
State=					
BIA=		30	30	30	30
a. All		256	168	116	88
b. LEP		61	102	116	26
c. Spec Educ		68	62	25	27

Created: August 9, 2004
Updated: 08/26/05
FJ



REVIEW SHEET FOR AYP
2004-2005

CROW CREEK/LOWER BRULE		Crow Creek Tribal Schools	Enemy Swim Day School	Lower Brule Day School	Tioga Zina Tribal School
1) Participation Rate					
a. All		Yes	Yes	Yes	Yes
b. LEP		Yes	Yes	Yes	Yes
c. Spec Educ		Yes	Yes	Yes	Yes
2) Language Arts					
a. All		56.74	74.24	51.89	50.75
b. LEP		54.09	64.44	<40	<30
c. Spec Educ		<10	41.67	<40	33.98
3) Reading					
a. All		61.86	68.18	55.66	58.71
b. LEP		56.60	60.00	<40	<30
c. Spec Educ		<10	33.33	<40	30.19
4) Math					
a. All		64.65	75.76	62.85	55.22
b. LEP		59.75	68.89	<40	<30
c. Spec Educ		<10	41.67	<40	37.74
5) Attendance					
a. All		Yes	Yes	Yes	Yes
b. LEP		Yes	Yes	Yes	Yes
c. Spec Educ		Yes	Yes	Yes	Yes
6) Graduation					
a. All		Yes	n/a	Yes	Yes
b. LEP		Yes	n/a	Yes	n/a
c. Spec Educ		Yes	n/a	Yes	Yes
7) Is there any red cells?					
		No	No	No	Yes
8) Did school make AYP?					
		Yes	Yes	Yes	No
9) "N" sufficient for calculations					
State=					
BIA=		30	30	30	30
a. All		215	66	106	213
b. LEP		159	45	10	27
c. Spec Educ		10	12	24	56

Created: August 9, 2005
Updated: 06/19/05
FJ



REVIEW SHEET FOR AYP
2004-2005

**Alamo Navajo School	**Baca Comm School	**Broad Springs Day School	**Chi-Chi'i'tah (Jones Ranch) Pasa	**Dai'th Na-O-Di'th-Ha Comm School	**Hanaa'dil Comm School (Huerfano)	**Lake Valley Navajo	**Mariano Lake	**Na'Neegh'in Ji O'ha (Torrson)	**Ojo Encino Day School	**Pueblo Pintado Community	**T'la'la'oz'Bo'la (Crewpoint)	**To'hajil'ee (Canoncito)	**Tse'li'ah'i' Comm (Standing Rock)	**Wingate Elementary	**Wingate High
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EASTERN NAVAJO

1) Participation Rate	a. All	See	See	See	See	Yes	See											
	b. LEP					Yes												
	c. Spec Educ					Yes												
2) Language Arts	a. All	Notes	Notes	Notes	Notes	40.00	Notes											
	b. LEP					37.01												
	c. Spec Educ					<30												
3) Reading	a. All	Below	Below	Below	Below	33.33	Below											
	b. LEP					35.45												
	c. Spec Educ					<30												
4) Math	a. All					35.82												
	b. LEP					35.43												
	c. Spec Educ					<30												
5) Attendance	a. All					Yes												
	b. LEP					Yes												
	c. Spec Educ					Yes												
6) Graduation	a. All					n/a												
	b. LEP					n/a												
	c. Spec Educ					n/a												
7) Is there any red cells?		n/a	n/a	n/a	n/a	Yes	n/a											
8) Did school make AYP?		No	No	Yes	No													
9) "N" sufficient for calculations	State=	NM	NM	NM	NM		NM			NM								
	BIA=					30	n=18											
	a. All	See	See	See	See	136	See											
	b. LEP	Notes	Notes	Notes	Notes	128	Notes											
	c. Spec Educ	Below	Below	Below	Below	20	Below											

** Used NM AYP Determination Criteria--see NM Accountability Report
^ The 'n' of 18 is too small for participation rate calculation. Also problems with attendance, per Hanaa'dil principal.



REVIEW SHEET FOR AYP
2004-2005

FT APACHE	Cibecue Community	John F Kennedy Day School	Theodore Roosevelt
1) Participation Rate			
a. All	Yes	Yes	No
b. LEP	Yes	Yes	No
c. Spec Educ	Yes	No	Yes
2) Language Arts			
a. All	AZ does not use LA	AZ does not use LA	AZ does not use LA
b. LEP	AZ does not use LA	AZ does not use LA	AZ does not use LA
c. Spec Educ	AZ does not use LA	AZ does not use LA	AZ does not use LA
3) Reading			
a. All	(3) 32.56; (5) 17.78; (8) 13.18; (HS) 20.59	(3) 40.00; (5) 50.00; (8) 32.89	(3) n/a; (5) n/a; (8) 33.33
b. LEP	(3) 29.07; (5) 21.31; (8) 14.29; (H) <40	(3) <40; (5) 30.00; (8) 31.25	(3) n/a; (5) n/a; (8) 30.63
c. Spec Educ	(3) <40; (5) <40; (8) <40; (H) <40	(3) <40; (5) <40; (8) <40	(3) n/a; (5) n/a; (8) <40
4) Math			
a. All	(3) 25.56; (5) 32.22; (8) 26.47; (H) 26.47	(3) 48.33; (5) 39.44; (8) 52.13	(3) n/a; (5) n/a; (8) 34.15
b. LEP	(3) 25.61; (5) 35.59; (8) <40; (H) <40	(3) <40; (5) <40; (8) 49.18	(3) n/a; (5) n/a; (8) 36.21
c. Spec Educ	(3) <40; (5) <40; (8) <40; (H) <40	(3) <40; (5) <40; (8) <40	(3) n/a; (5) n/a; (8) <40
5) Attendance			
a. All	Yes	Yes	No (86.20)
b. LEP	Yes	Yes	No (86.37)
c. Spec Educ	Yes	No	No (85.74)
6) Graduation			
a. All	No (28.05)	n/a	n/a
b. LEP	Yes (50.00)	n/a	n/a
c. Spec Educ	0	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes
8) Did school make AYP?	No	No	No
9) "N" sufficient for calculations			
State=	AZ=40	AZ=40	AZ=40
BIA=			
a. All	Based	Based	Based on
b. LEP	on 3-year	on 3-year	3-yr average
c. Spec Educ	average	average	<40



REVIEW SHEET FOR AYP
2004-2005

FT DEFIANCE			Ch'oshgal Comm Sch	Crystal Boarding	Dilcoen Community	Greasewood Springs Comm	Holbrook	Holbrook Dormitory	Hunters Point Brdg Sch	Kin Diah Lich'i Oita	Pine Springs Day Sch	Saba Dalkai Boarding	Wide Ruins Comm	Winslow Residential
1) Participation Rate														
a. All	See	See	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
b. LEP			Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
c. Spec Educ			Yes	No	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
2) Language Arts														
a. All	Notes	Notes	AZ does not use LA	60.39	n/a	48.33	44.32	40.00	58.21	19.00	n/a			
b. LEP			AZ does not use LA	41.99	n/a	50.00	44.02	34.38	47.14	2.56	n/a			
c. Spec Educ			AZ does not use LA	<30	n/a	<30	<30	<30	<30	<30	n/a			
3) Reading														
a. All	Below	Below	(3) 44.30; (5) 45.16; (8) 41.38	36.36	n/a	20.34	13.64	24.24	35.25	8.33	n/a			
b. LEP			(3) 43.84; (5) 44.74; (8) 35.48	12.50	n/a	20.34	13.64	18.75	25.71	4.35	n/a			
c. Spec Educ			(3) <40; (5) <40; (8) <40	<30	n/a	<30	<30	<30	<30	<30	n/a			
4) Math														
a. All			(3) 56.96; (5) 41.94; (8) 47.13	27.45	n/a	13.33	17.06	33.30	41.73	3.33	n/a			
b. LEP			(3) 56.16; (5) 39.47; (8) 43.65	11.54	n/a	13.33	17.06	15.63	32.86	0.00	n/a			
c. Spec Educ			(3) <40; (5) <40; (8) <40	<30	n/a	<30	<30	<30	<30	<30	n/a			
5) Attendance														
a. All			Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
b. LEP			Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
c. Spec Educ			Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
6) Graduation														
a. All			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
b. LEP			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?														
	n/a	n/a	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
8) Did school make AYP?														
	No	No	No	No	n/a	No	No	No	No	No	No	No	No	n/a
9) "N" sufficient for calculations														
State-	NM	NM	40-AZ											
BIA-				30	n/a	30	30	30	30	30	30	30	30	n/a
a. All	See	See	Based	154	n/a	60	88	37	140	60	n/a			
b. LEP	Notes	Notes	on 3-year	81	n/a	56	88	32	70	46	n/a			
c. Spec Educ	Below	Below	average	7	n/a	8	9	9	14	n/a	n/a			

** Used NM AYP Determination Criteria--see NM Accountability Report



REVIEW SHEET FOR AYP
2004-2005

HOPI	First Mesa Elem (Poliacca)	Havasupai School	Hopi Day School	Hopi High School	Hotevilla Bacavi Community School	Keams Canyon Boarding	Moencopie Day School	Second Mesa Day School
1) Participation Rate								
a. All	Yes No		Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes No		Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes Yes		Yes	Yes	Yes	Yes	Yes	Yes
2) Language Arts								
a. All	83.08 2.22	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	54.55 76.12	AZ does not use LA	AZ does not use LA
b. LEP	88.00 0.00	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	58.62 n/a	AZ does not use LA	AZ does not use LA
c. Spec Educ	57.14 <40	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	<30 <10	AZ does not use LA	AZ does not use LA
3) Reading								
a. All	74.05 4.88	(3) 87.50; (5) 70.49	(8) 45.87; (H) 52.89	(3) 72.92; (5) 60.87; (8) 69.81	45.45	71.64	(3) 75.90; (5) 56.29	
b. LEP	84.00 4.55	(3) 88.27; (5) n/a	(8) <40; (H) <40	(3) 79.07; (5) <40; (8) <40	58.62	n/a	(3) n/a; (5) n/a	
c. Spec Educ	42.86 <40	(3) <40; (5) <40	(8) 56.14; (H) 45.16	(3) <40; (5) <40; (8) <40	<30	<10	(3) <40; (5) <40	
4) Math								
a. All	76.15 8.70	(3) 98.21; (5) 68.85	(8) 28.44; (H) 44.09	(3) 68.18; (5) 60.87; (8) 67.92	60.61	79.10	(3) 78.57; (5) 60.94	
b. LEP	68.00 5.26	(3) 97.92; (5) n/a	(8) 88.00; (H) <40	(3) 82.96; (5) <40; (8) <40	58.62	n/a	(3) n/a; (5) n/a	
c. Spec Educ	51.43 <40	(3) <40; (5) <40	(8) 43.00; (H) 29.00	(3) <40; (5) <40; (8) <40	<30	<10	(3) <40; (5) <40	
5) Attendance								
a. All	Yes Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6) Graduation								
a. All	n/a n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a
b. LEP	n/a n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	n/a n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?	No Yes	No	No	No	No	No	No	No
8) Did school make AYP?	Yes No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9) "N" sufficient for calculations								
State=		AZ=40	AZ=40	AZ=40	AZ=40	AZ=40	AZ=40	AZ=40
BIA=	30 30					30 30		
a. All	131 50	Based	Based	Based	33 67	31		
b. LEP	25 49	on 3-year	on 3-year	on 3-year	30 n/a	n/a		
c. Spec Educ	35 8	average	average	average	3 9	10		



REVIEW SHEET FOR AYP
2004-2005

MINNEAPOLIS		Ba-hwe-ting A-meh-nabe School	Big-O-Nay-Ge-Shig	Circle of Life Survival School	Circle of Nations - Wahpaton Indian Brdg School	Flandreau Indian Boarding School	Fond du Lac Ojibwe School	Hannahville	
1) Participation Rate									
a. All				Yes	Yes	Yes	Yes	Yes	
b. LEP	See			Yes	Yes	Yes	Yes	See	
c. Spec Educ				No	Yes	Yes	Yes	No	
2) Language Arts									
a. All			n/a	68.29	n/a	SD does not use LA		n/a	
b. LEP	M		n/a	<30	n/a	SD does not use LA		M	
c. Spec Educ			n/a	<30	n/a	SD does not use LA		n/a	
3) Reading									
a. All		(3) 43.33; (5) 57.14; (7) 19.35; (10) 46.67		68.29	25.00	(9) 36.96	(3) 46.15; (5) 29.17; (7) 28.57; (10) 26.92		
b. LEP	Report	(3) 34.88; (5) <40; (7) <40; (10) <40		<30	24.80	(9) 40	(3) <40; (5) n/a; (7) n/a; (10) n/a	Report	
c. Spec Educ		(3) <40; (5) <40; (7) <40; (10) <40		<30	12.75	(9) <10	(3) <40; (5) <40; (7) <40; (10) <40		
4) Math									
a. All		(3) 56.67; (5) 42.86; (7) 25.03; (10) 18.52		70.21	18.79	(9) 32.61	(3) 46.15; (5) 20.83; (7) 18.52; (10) 20.08		
b. LEP	Card	(3) 30.23; (5) <40; (7) <40; (10) <40		<30	24.80	(9) 20	(3) <40; (5) n/a; (7) n/a; (10) n/a	Card	
c. Spec Educ		(3) <40; (5) <40; (7) <40; (10) <40		<30	10.10	(9) <10	(3) <40; (5) <40; (7) <40; (10) <40		
5) Attendance									
a. All				Yes	Yes	Yes	No, did not meet	No	
b. LEP				Yes	Yes	Yes	state requirements of	Yes	
c. Spec Educ				Yes	Yes	Yes	94% or show progress	Yes	
6) Graduation									
a. All				Yes	Yes	n/a	No, did not meet	Yes	
b. LEP				Yes	Yes	n/a	state requirements of	n/a	
c. Spec Educ				Yes	Yes	n/a	90% or improve	Yes	
7) Is there any red cells?		n/a		Yes	No	Yes	Yes	Yes	
8) Did school make AYP?		Yes		No	Yes	No	No	No	
9) "N" sufficient for calculations									
State=	MI	MN=dependent upon subgroup				SD=10	MN=dependent upon subgroup		MI
B/A=				30	30				
a. All	See	20	43	154		46	20	See	
b. LEP	Report	40	19	125		10	40	Report	
c. Spec Educ	Card	40	10	103		6	40	Card	



REVIEW SHEET FOR AYP
2004-2005

Indian School	Lac Courte Oreilles Ojibwa School	Menominee Tribal School	Maskewaki Settlement Sch	Nay-Ah-Shing School	Oneida Tribal School
Yes	Yes	Yes		Yes	Yes
Yes	Yes	n/a		Yes	n/a
Yes	Yes	Yes		Yes	Yes
n/a	n/a	n/a		n/a	n/a
n/a	n/a	n/a		n/a	n/a
n/a	n/a	n/a		n/a	n/a
(2-yr aver) 70.27	57.41	67.00	(3) 25.71; (5) 25; (7) 16.12; (10) 47.36	43.75	43.75
<40	<40	n/a		n/a	n/a
<40	<40	<40		n/a	<40
57.14	49.06	65.00	(3) n/a; (5) 14.28; (7) 12.50; (10) 14.28	35.94	35.94
<40	<40	n/a		n/a	n/a
<40	<40	<40		n/a	<40
Yes	Yes	Yes		Yes	Yes
Yes	Yes	n/a		n/a	n/a
Yes	Yes	n/a		Yes	Yes
Yes	n/a	n/a	No (62.00)	No (72)	No (72)
Yes	n/a	n/a		n/a	n/a
Yes	n/a	n/a	No (63.00)	No (60)	No (60)
No	Yes	No		Yes	Yes
Yes	No	Yes		No	No
WI=40	WI=40	IA=40		MN=20	WI=40
64	54	20	Two Years		64
10	16	n/a	Data used to		n/a
16	15	<40	make n>20		17

Created: August 9, 2005
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FJ



REVIEW SHEET FOR AYP
2004-2005

NORTHERN NAVAJO		Aneth Comm School **Alesarbiya azh Community School Aztec Dormitory **Bacilabito Day School Cove Day School Navajo Preparatory School **Nenahnezad Comm Sch Red Rock Day School **Sanoatee Day School Shiprock Alternative Dormitory Shiprock Northwest High T'la Nazbas Comm School (Teeconba'ose) **Tohanil' Comm School (Toadlana)											
1) Participation Rate		Yes	See	n/a	See	Yes	Yes	See	Yes	See	n/a	Yes	See
a. All		Yes	See	n/a	See	Yes	Yes	See	Yes	See	n/a	Yes	See
b. LEP		Yes		n/a		n/a	n/a		Yes		n/a	Yes	
c. Spec Educ		No		n/a		Yes	n/a		Yes		n/a	Yes	
2) Language Arts		57.00	Notes	n/a	Notes	42.42	96.02	Notes	63.91	Notes	n/a	60.78	Notes
a. All		57.00	Notes	n/a	Notes	42.42	96.02	Notes	63.91	Notes	n/a	60.78	Notes
b. LEP		52.53		n/a		n/a	n/a		64.93		n/a	53.16	
c. Spec Educ		<30		n/a		<30	n/a		<30		n/a	30.00	
3) Reading		35.00	Below	n/a	Below	36.36	89.77	Below	49.62	Below	n/a	29.95	Below
a. All		35.00	Below	n/a	Below	36.36	89.77	Below	49.62	Below	n/a	29.95	Below
b. LEP		31.31		n/a		n/a	n/a		49.62		n/a	16.28	
c. Spec Educ		<30		n/a		<30	n/a		<30		n/a	5.00	
4) Math		41.00		n/a		45.45	91.48		63.16		n/a	20.39	
a. All		41.00		n/a		45.45	91.48		63.16		n/a	20.39	
b. LEP		37.37		n/a		n/a	n/a		63.16		n/a	16.28	
c. Spec Educ		<30		n/a		<30	n/a		<30		n/a	2.50	
5) Attendance		Yes		n/a		Yes	Yes		Yes		n/a	Yes	
a. All		Yes		n/a		Yes	Yes		Yes		n/a	Yes	
b. LEP		Yes		n/a		n/a	n/a		Yes		n/a	Yes	
c. Spec Educ		Yes		n/a		Yes	n/a		Yes		n/a	Yes	
6) Graduation		n/a		n/a		n/a	Yes		n/a		n/a	n/a	
a. All		n/a		n/a		n/a	Yes		n/a		n/a	n/a	
b. LEP		n/a		n/a		n/a	n/a		n/a		n/a	n/a	
c. Spec Educ		n/a		n/a		n/a	n/a		n/a		n/a	n/a	
7) Is there any red cells?		Yes	n/a	n/a	n/a	Yes	No	n/a	No	n/a	n/a	Yes	n/a
8) Did school make AYP?		No	No	n/a	Yes	No	Yes	No	Yes	No	n/a	No	No
9) "N" sufficient for calculations			NM		NM			NM		NM			NM
State-		30		n/a		30	30		30		n/a	30	
BIA-		104	See	n/a	See	33	182	See	139	See	n/a	153	See
a. All		104	See	n/a	See	33	182	See	139	See	n/a	153	See
b. LEP		99	Notes	n/a	Notes	n/a	n/a	Notes	139	Notes	n/a	86	Notes
c. Spec Educ		22	Below	n/a	Below	7	n/a	Below	21	Below	n/a	40	Below

** Used NM AYP Determination Criteria--see NM Accountability Report



REVIEW SHEET FOR AYP
2004-2005

NORTHERN PUEBLO		Jicarilla Dormitory	**Ohkay Owingeh Community School	**San Ildefonso Day School	**Santa Clara Day School	**Santa Fe Indian School	**Taos Day School	**Te Tsu Geh Owingeh Day School
1) Participation Rate								
a. All	n/a	Used	Used	Used	Used	Used	Used	Used
b. LEP	n/a	NM	NM	NM	NM	NM	NM	NM
c. Spec Educ	n/a	AYP	AYP	AYP	AYP	AYP	AYP	AYP
2) Language Arts								
a. All	n/a	Determination	Determination	Determination	Determination	Determination	Determination	Determination
b. LEP	n/a	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria
c. Spec Educ	n/a							
3) Reading								
a. All	n/a	See NM	See NM	See NM	See NM	See NM	See NM	See NM
b. LEP	n/a	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	n/a	Report	Report	Report	Report	Report	Report	Report
4) Math								
a. All	n/a							
b. LEP	n/a							
c. Spec Educ	n/a							
5) Attendance								
a. All	n/a							
b. LEP	n/a							
c. Spec Educ	n/a							
6) Graduation								
a. All	n/a							
b. LEP	n/a							
c. Spec Educ	n/a							
7) Is there any red cells?		n/a	n/a	n/a	n/a	n/a	n/a	n/a
8) Did school make AYP?		n/a	No	Yes	No	No	No	No
9) "N" sufficient for calculations								
State=		NM	NM	NM	NM	NM	NM	NM
BIA=	n/a							
a. All	n/a	See NM	See NM	See NM	See NM	See NM	See NM	See NM
b. LEP	n/a	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	n/a	Report	Report	Report	Report	Report	Report	Report



**REVIEW SHEET FOR AYP
2004-2005**

*** Used NM AYP Determination Criteria--see NM Accountability Report*

Created: August 9, 2005
Updated: 09/13/05
FJ

1 of 14



REVIEW SHEET FOR AYP
2003-2004

OKLAHOMA						
	Carter Seminary	Eufaula Dormitory	Jones Academy	Kickapoo Nation School	Riverside Indian School	Sequoyah High School
1) Participation Rate						
a. All	n/a	n/a	n/a	Yes	Yes	Yes
b. LEP	n/a	n/a	n/a	Yes	n/a	Yes
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	Yes
2) Language Arts						
a. All	n/a	n/a	n/a	65.79	<30	40.52
b. LEP	n/a	n/a	n/a	<30	n/a	<30
c. Spec Educ	n/a	n/a	n/a	<30	<30	<30
3) Reading						
a. All	n/a	n/a	n/a	57.38	24.39	n/a
b. LEP	n/a	n/a	n/a	<30	n/a	n/a
c. Spec Educ	n/a	n/a	n/a	<30	<30	n/a
4) Math						
a. All	n/a	n/a	n/a	64.52	20.22	14.43
b. LEP	n/a	n/a	n/a	<30	n/a	<30
c. Spec Educ	n/a	n/a	n/a	<30	<30	<30
5) Attendance						
a. All	n/a	n/a	n/a	Yes	Yes	No (89.00)
b. LEP	n/a	n/a	n/a	Yes	n/a	Yes (97.00)
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	No (89.00)
6) Graduation						
a. All	n/a	n/a	n/a	Yes	Yes	Yes (75.00)
b. LEP	n/a	n/a	n/a	n/a	n/a	Yes (96.00)
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	No (67.00)
7) Is there any red cells?	n/a	n/a	n/a	No	Yes	Yes
8) Did school make AYP?	n/a	n/a	n/a	Yes	n/a	No
9) "N" sufficient for calculations						
State=				OK=30	OK=30	
BIA=	n/a	n/a	n/a	30		
a. All	n/a	n/a	n/a	61	140	121
b. LEP	n/a	n/a	n/a	18	0	11
c. Spec Educ	n/a	n/a	n/a	10	17	20

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REVIEW SHEET FOR AYP
2004-2005

PAPAGO/PIMA		Blackwater Community Casa Blanca Day School	Gila Crossing Day School	Salt River Day School	Saint Simon School	Santa Rosa Boarding	Santa Rosa Ranch Tokono O'odham High School
1) Participation Rate							
a. All	See	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP		Yes	Yes	Yes	Yes	Yes	n/a
c. Spec Educ		Yes	Yes	Yes	Yes	Yes	Yes
2) Language Arts							
a. All	Notes	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	38.24 AZ does not use LA
b. LEP		AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	<30 AZ does not use LA
c. Spec Educ		AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	<30 AZ does not use LA
3) Reading							
a. All	Below	(3) 38.89; (5) 25.58; (8) 20.42	(3) 44.44; (5) 20.42; (8) 14.44	(3) 49.04; (5) 53.54; (8) n/a	(3) 25.92; (5) 40.00; (8) 30.30	(3) 54.29; (5) 26.76; (8) 43.33	50.00 (HS) 42.40
b. LEP		(3) 38.89; (5) 47.63; (8) 21.11	(3) 48.15; (5) 21.11; (8) 16.68	(3) 52.17; (5) 44.16; (8) n/a	(3) 33.30; (5) 27.03; (8) n/a	(3) <40; (5) <40; (8) <40	<30 n/a
c. Spec Educ		<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) n/a	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	<30 (HS) <40
4) Math							
a. All		(3) 48.15; (5) 27.27; (8) 14.53	(3) 40.23; (5) 14.53; (8) 10.23	(3) 52.21; (5) 25.81; (8) n/a	(3) 26.25; (5) 36.57; (8) 26.09	(3) 50.00; (5) 40.00; (8) 46.07	72.73 (HS) 13.04
b. LEP		(3) 48.15; (5) 44.04; (8) 16.68	(3) 47.46; (5) 16.68; (8) 10.23	(3) 48.72; (5) 19.48; (8) n/a	(3) 23.73; (5) 29.73; (8) n/a	(3) <40; (5) <40; (8) <40	<30 n/a
c. Spec Educ		<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) n/a	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	<30 (HS) <40
5) Attendance							
a. All		No (89.80)	Yes	Yes	84.23	86.00 (increase)	Yes n/a
b. LEP		No (89.70)	Yes	Yes	87.90	90.00	Yes n/a
c. Spec Educ		No (87.80)	Yes	Yes	83.30	90.00	Yes n/a
6) Graduation							
a. All		n/a	n/a	n/a	n/a	n/a	n/a Yes
b. LEP		n/a	n/a	n/a	n/a	n/a	n/a n/a
c. Spec Educ		n/a	n/a	n/a	n/a	n/a	n/a n/a
7) Is there any red call?		n/a	Yes	Yes	Yes	Yes	Yes Yes
8) Did school make AYP?		Yes	No	No	No	No	No No
9) "N" sufficient for calculations							
State=	AZ	AZ=40	AZ=40	AZ=40	AZ=40	AZ=40	AZ=40
B/A=							30
a. All	See	54	115	Based on	Based	Based	35 65
b. LEP	Notes	54	78	3-year average	on 3-yr	on 3-yr	6 n/a
c. Spec Educ	Below	9	23	<40	average	average	5 21

** Used AZ AYP Determination Criteria--see AZ Accountability Report



REVIEW SHEET FOR AYP
2003-2004

	American Horse	Crazy Horse	Little Wound	Loneman Day	Pine Ridge	Porcupine Day	Wounded Knee
PINE RIDGE							
1) Participation Rate							
a. All	Yes	No	No	Yes	Yes	Yes	Yes
b. LEP	Yes	No	No	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	No	No	Yes	Yes	Yes	Yes
2) Language Arts							
a. All	34.78	32.26	47.77	36.62	44.36	24.03	23.08
b. LEP	34.78	32.26	44.79	36.62	43.80	30.28	23.08
c. Spec Educ	25.00	21.21	19.35	24.49	12.61	11.11	<30
3) Reading							
a. All	24.09	39.36	43.11	34.39	52.00	25.47	18.99
b. LEP	24.09	39.36	43.62	34.39	47.97	26.61	18.99
c. Spec Educ	14.29	18.18	8.08	14.28	18.02	11.11	<30
4) Math							
a. All	34.31	47.10	52.80	40.21	47.78	23.00	26.83
b. LEP	34.31	45.16	51.94	40.21	50.11	26.61	26.83
c. Spec Educ	25.71	39.39	51.61	30.61	24.32	7.41	<30
5) Attendance							
a. All	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6) Graduation							
a. All	n/a	Yes	Yes	n/a	Yes	n/a	n/a
b. LEP	n/a	Yes	No	n/a	Yes	n/a	n/a
c. Spec Educ	n/a	Yes	No	n/a	Yes	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?	No	No	No	No	No	No	No
9) "N" sufficient for calculations							
State=							
BIA=	30	30	30	30	30	30	30
a. All	139	155	390	189	803	104	78
b. LEP	138	155	324	189	484	109	78
c. Spec Educ	36	33	80	49	118	27	16



REVIEW SHEET FOR AYP
2004-2005

Chemawa Indian School	Chief Leschi School	Coeur d'Alene Tribal Sch	Lummi High School	Lummi Tribal School	Muckleshoot Tribal	Paschal Sherman Indian School	Quileute Tribal School	Shoshone-Bannock School District No. 512	Two Eagle River	Wa He Lut Indian School	Yakama Nation Indian School
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PORTLAND

1) Participation Rate													
a. All	Yes	Yes	Yes	State	State	Yes	Yes	State	Yes	Yes	Yes	Yes	Yes
b. LEP	n/a	n/a	Yes	of	of	Yes	n/a	of	n/a	Yes	n/a	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	WA	WA	Yes	Yes	WA	Yes	Yes	Yes	Yes	Yes
2) Language Arts													
a. All	50.98	70.54	30.56	has	has	WA does not use LA	50.69	has	31.58	56.70	41.77	62.22	
b. LEP	n/a	n/a	<30	supplied	supplied	WA does not use LA	n/a	supplied	n/a	45.00	n/a	n/a	n/a
c. Spec Educ	<30	<30	<30	written	written	WA does not use LA	4.17	written	33.33	25.00	0.00	25	
3) Reading													
a. All	62.75	67.44	36.12	report	report	(4) 25; (7) 25; (10) 0	58.90	report	43.86	53.30	50.63	58.43	
b. LEP	n/a	n/a	<30	on	on	n/a	n/a	on	n/a	30	n/a	n/a	n/a
c. Spec Educ	<30	<30	<30	AYP	AYP	n/a	16.67	AYP	<30	25	11.76	18.75	
4) Math													
a. All	50.98	70.54	44.45	not achieved	not achieved	(4) 0; (7) 0; (10) 0	64.38	achieved	39.29	51.7	46.84	73.03	
b. LEP	n/a	n/a	<30	by	by	n/a	n/a	by	n/a	30	n/a	n/a	n/a
c. Spec Educ	<30	<30	<30	school	school	n/a	33.33	school	33.33	16.67	5.88	56.25	
5) Attendance													
a. All	92.00	90.50	Yes	n/a	n/a	No (1)	Yes	n/a	n/a	Yes	Yes	Yes	Yes
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a
c. Spec Educ	93.00	87.03	Yes	n/a	n/a	n/a	Yes	n/a	n/a	Yes	Yes	Yes	Yes
6) Graduation													
a. All	Yes	Yes	n/a	n/a	n/a	n/a	n/a	n/a	58.53	Yes	n/a	Yes	Yes
b. LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a
c. Spec Educ	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	50.00	Yes	n/a	Yes	Yes
7) Is there any red cells?													
	No	No	No	n/a	n/a	Yes	No	n/a	No	Yes	Yes	No	No
8) Did school make AYP?													
	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes
9) "N" sufficient for calculations													
State=			ID=30	WA	WA	WA=10		WA	ID=30				
BIA=	30	30							30	30	30	30	30
a. All	51	129	36	See WA	See WA	Confidence Interval Used	73	See WA	57	138	79	90	90
b. LEP	n/a	n/a	<30	Accountability	Accountability	<10	n/a	Accountability	n/a	33	n/a	n/a	n/a
c. Spec Educ	9	28	<30	Report	Report	<10	28	Report	18	21	17	16	16



REVIEW SHEET FOR AYP
2004-2005

Marty Indian School	Sicangu Owaye Oti (Rosebud Dormitory)	St Francis Indian School
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ROSEBUD

1) Participation Rate			
a. All	Yes	n/a	Yes
b. LEP	Yes	n/a	Yes
c. Spec Educ	Yes	n/a	Yes
2) Language Arts			
a. All	59.25	n/a	40.05
b. LEP	62.50	n/a	40.05
c. Spec Educ	21.14	n/a	28.57
3) Reading			
a. All	61.32	n/a	40.96
b. LEP	62.50	n/a	40.96
c. Spec Educ	14.28	n/a	7.14
4) Math			
a. All	55.55	n/a	44.08
b. LEP	65.50	n/a	44.08
c. Spec Educ	35.70	n/a	40.48
5) Attendance			
a. All	Yes	n/a	Yes
b. LEP	Yes	n/a	Yes
c. Spec Educ	Yes	n/a	Yes
6) Graduation			
a. All	Yes	n/a	Yes
b. LEP	Yes	n/a	Yes
c. Spec Educ	Yes	n/a	Yes
7) Is there any red cells?	No	n/a	Yes
8) Did school make AYP?	Yes	n/a	No
9) "N" sufficient for calculations			
State=			
BIA=	30	n/a	30
a. All	108	n/a	377
b. LEP	15	n/a	377
c. Spec Educ	28	n/a	42



REVIEW SHEET FOR AYP
2004-2005

Duckwater Shoshone Elem	Noli School	Pyramid Lake High School	Sherman Indian High School
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SACRAMENTO

1) Participation Rate				
a. All	Based	Yes	Yes	Yes
b. LEP	on	n/a	n/a	Yes
c. Spec Educ	both	Yes	Yes	Yes
2) Language Arts				
a. All	the	14.18	65.52	49.32
b. LEP	school	n/a	n/a	<30
c. Spec Educ	narrative	<40	<30	5.41
3) Reading				
a. All	and	71.93	72.83	49.30
b. LEP	the	n/a	n/a	<30
c. Spec Educ	number	<40	<30	0
4) Math				
a. All	of	10.62	67.02	48.60
b. LEP	children	n/a	n/a	<30
c. Spec Educ	achieving	<40	<30	24.32
5) Attendance				
a. All	proficiency	Yes	Yes	Yes
b. LEP	or	n/a	n/a	Yes
c. Spec Educ	above	Yes	Yes	Yes
6) Graduation				
a. All		Yes	Yes	Yes
b. LEP		n/a	n/a	Yes
c. Spec Educ		Yes	Yes	Yes
7) Is there any red cells?	n/a	Yes	No	Yes
8) Did school make AYP?	Yes	No	Yes	No
9) "N" sufficient for calculations				
State=				
BIA=		30	30	30
a. All	See	113	118	308
b. LEP	Notes	n/a	n/a	17
c. Spec Educ	above	18	21	37

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REVIEW SHEET FOR AYP
2004-2005

SOUTH & EASTERN STATES		Anafochkee	Beatrice Rafferty	Beque Chitto	Cherokee Elem	Cherokee High	Chilimacha Day	Choctaw High	Choctaw Middle	Conehatta	Indian Island
1) Participation Rate											
a. All	Yes	State	State	Yes	Yes	Yes	State	State	State	State	State
b. LEP	Yes	of	of	n/a	n/a	Yes	of	of	of	of	of
c. Spec Educ	Yes	ME	MS	Yes	Yes	Yes	MS	MS	MS	MS	ME
2) Language Arts											
a. All	71.83	has	has	n/a	n/a	75.00	has	has	has	has	has
b. LEP	58.62	supplied	supplied	n/a	n/a	n/a	supplied	supplied	supplied	supplied	supplied
c. Spec Educ	60.87	written	written	n/a	n/a	66.70	written	written	written	written	written
3) Reading											
a. All	67.61	report	report	(3-8) 84.92	(3-8) 91.62; (10) 34.11	n/a	report	report	report	report	report
b. LEP	58.62	on	on	n/a	n/a	n/a	on	on	on	on	on
c. Spec Educ	52.71	AYP	AYP	(3-8) 50.54	(3-8) 68.62; (10) <30	n/a	AYP	AYP	AYP	AYP	AYP
4) Math											
a. All	77.46	achieved	achieved	(3-8) 91.41	(3-8) 91.72; (10) 42.85	75	achieved	achieved	achieved	achieved	achieved
b. LEP	68.97	by	by	n/a	n/a	n/a	by	by	by	by	by
c. Spec Educ	60.87	school	school	(3-8) 67.39	(3-8) 74.51; (10) <30	66.7	school	school	school	school	school
5) Attendance											
a. All	Yes	n/a	n/a	Yes	Yes	Yes	n/a	n/a	n/a	n/a	n/a
b. LEP	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	Yes	n/a	n/a	Yes	Yes	Yes	n/a	n/a	n/a	n/a	n/a
6) Graduation											
a. All	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a
b. LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?		No	n/a	n/a	No	Yes	No	n/a	n/a	n/a	n/a
8) Did school make AYP?		Yes	No	Yes	Yes	No	Yes	No	No	Yes	Yes
9) "N" sufficient for calculations											
State-		ME	MS	NC=30	NC=30	LA=10	MS	MS	MS	MS	ME
BIA-	30										
a. All	71	See ME	See MS	365	(3-8) 193; (10) 84	12	See MS	See MS	See MS	See MS	See ME
b. LEP	23	Accountability	Accountability	n/a	n/a	AYP made by LA	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	23	Report	Report	93	(3-8) 51; (10) 16	Report	Report	Report	Report	Report	Report



REVIEW SHEET FOR AYP
2004-2005

Indian Township	Miccouskeee	Pearl River Elem	Red Water	Standing Pine	Tucker Elem
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SOUTH & EASTERN STATES

1) Participation Rate						
a. All	State	Yes	State	State	State	State
b. LEP	of	Yes	of	of	of	of
c. Spec Educ	ME	Yes	MS	MS	MS	MS
2) Language Arts						
a. All	has	85.71	has	has	has	has
b. LEP	supplied	85.71	supplied	supplied	supplied	supplied
c. Spec Educ	written	<30	written	written	written	written
3) Reading						
a. All	report	91.07	report	report	report	report
b. LEP	on	91.07	on	on	on	on
c. Spec Educ	AYP	<30	AYP	AYP	AYP	AYP
4) Math						
a. All	achieved	85.71	achieved	achieved	achieved	achieved
b. LEP	by	85.71	by	by	by	by
c. Spec Educ	school	<30	school	school	school	school
5) Attendance						
a. All	n/a	Yes	n/a	n/a	n/a	n/a
b. LEP	n/a	Yes	n/a	n/a	n/a	n/a
c. Spec Educ	n/a	Yes	n/a	n/a	n/a	n/a
6) Graduation						
a. All	n/a	Yes	n/a	n/a	n/a	n/a
b. LEP	n/a	Yes	n/a	n/a	n/a	n/a
c. Spec Educ	n/a	Yes	n/a	n/a	n/a	n/a
7) Is there any red cells?	n/a	No	n/a	n/a	n/a	n/a
8) Did school make AYP?	No	Yes	Yes	Yes	Yes	Yes
9) "N" sufficient for calculations						
State=	ME		MS	MS	MS	MS
BIA=		30				
a. All	See ME	56	See MS	See MS	See MS	See MS
b. LEP	Accountability	56	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	25	Report	Report	Report	Report



REVIEW SHEET FOR AYP
2004-2005

	**Isleta Elementary	**Jemez Day School	**Laguna Elementary	**Laguna Middle	**Mescalero Apache	**Pine Hill School	**San Felipe Pueblo Elementary	**Sky City Community	**Zia Day School (Triya Elem & Mid Sch)
SOUTHERN PUEBLO									
1) Participation Rate									
a. All	Used	Used	Used	Used	Used	Used	Used	Used	Used
b. LEP	NM	NM	NM	NM	NM	NM	NM	NM	NM
c. Spec Educ	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP
2) Language Arts									
a. All	Determination	Determination	Determination	Determination	Determination	Determination	Determination	Determination	Determination
b. LEP	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria
c. Spec Educ									
3) Reading									
a. All	See NM	See NM	See NM	See NM	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	Report	Report	Report	Report	Report
4) Math									
a. All									
b. LEP									
c. Spec Educ									
5) Attendance									
a. All									
b. LEP									
c. Spec Educ									
6) Graduation									
a. All									
b. LEP									
c. Spec Educ									
7) Is there any red cells?	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8) Did school make AYP?	No	No	No	No	No	No	No	No	Yes
9) "N" sufficient for calculations									
State=	NM	NM	NM	NM	NM	NM	NM	NM	NM
BIA=									
a. All	See NM	See NM	See NM	See NM	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	Report	Report	Report	Report	Report

** Used NM AYP Determination Criteria--see NM Accountability Report

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REVIEW SHEET FOR AYP
2004-2005

STANDING ROCK	Little Eagle Day School	Rock Creek Day School	Standing Rock Community School	Tate Topa Tribal School (Four Winds)	Theodore Jamerson Elementary School
1) Participation Rate					
a. All	Yes	Yes	No	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	No	Yes	Yes
2) Language Arts					
a. All	45.61	44.27	27.59	n/a	n/a
b. LEP	33.33	44	20.37	n/a	n/a
c. Spec Educ	26.09	23	4.88	n/a	n/a
3) Reading					
a. All	35.08	47.22	27.59	24.13	30.11
b. LEP	37.04	20	20.37	24.13	24.19
c. Spec Educ	17.39	15.38	4.88	8.47	4.00
4) Math					
a. All	43.80	25	14.38	24.13	29.03
b. LEP	30.95	20	12.96	24.13	22.58
c. Spec Educ	34.78	23	2.58	11.86	8
5) Attendance					
a. All	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes
6) Graduation					
a. All	n/a	n/a	Yes	n/a	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a
c. Spec Educ	n/a	n/a	Yes	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?	No	No	No	No	No
9) "N" sufficient for calculations					
State=					
BIA=	30	30	30	30	30
a. All	61	36	149	236	94
b. LEP	45	<30	54	236	62
c. Spec Educ	23	<30	41	59	26

Created: August 9, 2005
Updated: 09/03/05
FJ



REVIEW SHEET FOR AYP
2004-2005

	Dunseith Day	Mandaree Day	Ojibwa Indian School	Trenton School	Turtle Mountain Elem	Turtle Mountain High
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TURTLE MOUNTAIN

1) Participation Rate						
a. All	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	n/a
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	Yes
2) Language Arts						
a. All	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
b. LEP	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
c. Spec Educ	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
3) Reading						
a. All	(4) 22.22; (8) 10.52	(4) 50.00; (8) 50.00; (12) 60.00	(4) 13.04; (8) 32.35	(4) 33.00; (8) 33.33	(4) 42.99	(12) 27.4
b. LEP	(4) <10; (8) 7.14	(4) * (8) * (12) 0.00	(4) 0.00; (8) 20.00	n/a	(4) <30	(12) n/a
c. Spec Educ	(4) <10; (8) <10	(4) * (8) * (12) 0.00	(4) 0.00; (8) 0.00	n/a	(4) 9.68	(12) 3.03
4) Math						
a. All	(4) 22.22; (8) 10.52	(4) 33.33; (8) 37.50; (12) 8.00	(4) 13.04; (8) 32.35	(4) 66.00; (8) 33.33	(4) 51.4	(12) 16.13
b. LEP	(4) <10; (8) 14.29	(4) * (8) * (12) 0.00	(4) 37.50; (8) 30.00	n/a	(4) <30	(12) n/a
c. Spec Educ	(4) <10; (8) <10	(4) * (8) * (12) 0.00	(4) 0.00; (8) 16.67	n/a	(4) 21.88	(12) 0
5) Attendance						
a. All	No (91.00)	No (92.80)	Yes	Yes	Yes	No (83.70)
b. LEP	No (91.00)	No (92.20)	Yes	n/a	Yes	No (88.55)
c. Spec Educ	No (92.00)	No (91.20)	Yes	Yes	Yes	No (83.85)
6) Graduation						
a. All	n/a	No (55.00)	n/a	Yes	n/a	No (83.70)
b. LEP	n/a	No (66.00)	n/a	n/a	n/a	No (83.33)
c. Spec Educ	n/a	No (50.00)	n/a	n/a	n/a	No (72.41)
7) Is there any red cells?						
	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?						
	No	No	No	No	No	No
9) "N" sufficient for calculations						
State=	ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula
BIA=						
a. All	18	* N size too small	* N size too small	* N size too small	107	137
b. LEP	14	for accurate	for accurate	for accurate	13	n/a
c. Spec Educ	<10	calculation	calculation	calculation	32	38



REVIEW SHEET FOR AYP
2004-2005

Turtle Mountain Middle	Twin Buttes Day	White Shield
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TURTLE MOUNTAIN

1) Participation Rate				
a. All	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	No	No
c. Spec Educ	Yes	Yes	Yes	Yes
2) Language Arts				
a. All	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
b. LEP	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
c. Spec Educ	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
3) Reading				
a. All	(8) 43.26	(4) 50.00; (8) 40.00	(4) 42.86; (8) 90.00; (12) n/a	
b. LEP	(8) 9.52	(4) n/a; (8) n/a	(4) 40.00; (8) 85.71; (12) n/a	
c. Spec Educ	(8) <n	(4) 0.00; (8) n/a	(4) 33.33; (8) 100.00; (12) n/a	
4) Math				
a. All	(8) 36.87	(4) 75.00; (8) 33.33	(4) 78.57; (8) 80.00; (12) n/a	
b. LEP	(8) 14.63	(4) 33.33; (8) 33.33	(4) 40.00; (8) 85.71; (12) n/a	
c. Spec Educ	(8) <n	(4) n/a; (8) n/a	(4) 83.33; (8) 75.00; (12) n/a	
5) Attendance				
a. All	Yes	Yes (93.00)	No (92.44)	
b. LEP	Yes	Yes (94.00)	No (88.00)	
c. Spec Educ	Yes	No (92.00)	No (88.42)	
6) Graduation				
a. All	n/a	n/a	n/a	
b. LEP	n/a	n/a	n/a	
c. Spec Educ	n/a	n/a	n/a	
7) Is there any red cells?				
	Yes	Yes	Yes	Yes
8) Did school make AYP?				
	No	Yes	No	No
9) "N" sufficient for calculations				
State-	ND=uses a formula	ND=uses a formula	ND=uses a formula	
BIA-				
a. All	141	34	58	
b. LEP	42	23	24	
c. Spec Educ	25	<10	23	



REVIEW SHEET FOR AYP
2004-2005

WESTERN NAVAJO		Chilchinbeto Comm Sch Denehotso Boarding	Greyhills Academy High	Kalbetso Boarding School	Kayenta Comm School	KinLani Boardertown (Flagstaff) Dormitory Lawpp School
1) Participation Rate						
a. All	No	Yes	Yes	Yes	Yes	n/a
b. LEP	n/a	Yes	Yes	Yes	Yes	n/a
c. Spec Educ	Yes	Yes	Yes	No	No	n/a
2) Language Arts						
a. All	38.33	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	n/a
b. LEP	n/a	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	n/a
c. Spec Educ	<30	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	n/a
3) Reading						
a. All	36.67	(3) 35.00; (5) 28.42; (8) 37.78	(H) 33.00	(3) 35.65; (5) 31.25; (8) 40.78	(3) 24.38; (5) 26.13; (8) 24.44	n/a
b. LEP	n/a	(3) 44.12; (5) <40; (8) <40	<40	(3) 26.47; (5) 24.68; (8) 28.57	(3) 27.27; (5) 16.87; (8) 29.76	n/a
c. Spec Educ	<30	(3) <40; (5) <40; (8) <40	<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	n/a
4) Math						
a. All	45.76	(3) 30.00; (5) 35.59; (8) 48.89	(H) 32.58	(3) 32.38; (5) 34.62; (8) 49.04	(3) 21.96; (5) 42.86; (8) 20	n/a
b. LEP	n/a	(3) 36.76; (5) <40; (8) <40	<40	(3) 26.87; (5) 31.17; (8) 51.02	(3) 49.12; (5) 32.26; (8) 28.37	n/a
c. Spec Educ	<30	(3) <40; (5) <40; (8) <40	<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	n/a
5) Attendance						
a. All	Yes	Yes (92.00)	Yes	Yes (90.19)	Yes (93)	n/a
b. LEP	Yes	Yes (93.00)	Yes	Yes (90.19)	No (83)	n/a
c. Spec Educ	Yes	No (87.00)	Yes	No (88.38)	No (88)	n/a
6) Graduation						
a. All	n/a	n/a	Yes	n/a	n/a	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a
7) Is there any red cell?	Yes	Yes	No	Yes	Yes	n/a
8) Did school make AYP?	No	No	Yes	No	No	n/a
9) "N" sufficient for calculations						
State=		AZ=40	AZ=40	AZ=40	AZ=40	AZ=40
BIA=	30					n/a
a. All	68	Based on	107	Based	41	Based
b. LEP	n/a	3-yr average	9	on 3-year	3-yr average	on 3-year
c. Spec Educ	7		22	average	<40	average

** Little Singer indicated they wanted to use AZ criteria--they did not submit needed info. BIA Interim criteria was used. Sch must rpt per AZ requirements beginning SY 2005-2006



REVIEW SHEET FOR AYP
2004-2005

	Little Singer Comm Sch	Naa Ts'is'aa' Zan Comm Sch (Navajo Mountain)	Rickfield Residential Hall	Rocky Ridge Boarding	Shonto Preparatory Sch	Tonalea Day Sch (Red Lake)	Tuba City Boarding
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WESTERN NAVAJO

1) Participation Rate								
a. All	Yes	Yes	n/a	Yes	Yes	Yes	No	Yes
b. LEP	Yes	Yes	n/a	Yes	Yes	Yes		Yes
c. Spec Educ	Yes	Yes	n/a	Yes	Yes	Yes		Yes
2) Language Arts								
a. All	23.68	89.55	n/a	AZ does not use LA	AZ does not use LA			
b. LEP	n/a	89.55	n/a	AZ does not use LA	AZ does not use LA			
c. Spec Educ	<30	52.94	n/a	AZ does not use LA	AZ does not use LA			
3) Reading								
a. All	23.68	n/a	n/a	(3) <40; (5) 64.56; (8) 41.17	(3) 40.74; (5) 27.59; (8) 28.57	(3) 34.25; (5) 20.00; (8) 23.68	(3) 38.52; (5) 41.28; (8) 43.06	
b. LEP	n/a	n/a	n/a	(3) <40; (5) <40; (8) <40	(3) 36.36; (5) 25.30; (8) 35.66	(3) <40; (5) <40; (8) <40	(3) 39.19; (5) n/a; (8) n/a	
c. Spec Educ	<30	n/a	n/a	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	
4) Math								
a. All	21.05	90.77	n/a	(3) 47.50; (5) 46.90; (8) 42.20	(3) 46.29; (5) 22.41; (8) 24.29	(3) 27.94; (5) 22.09; (8) 44.62	(3) 50; (5) 42.20; (8) 49.31	
b. LEP	n/a	90.77	n/a	(3) <40; (5) <40; (8) <40	(3) 55.26; (5) 36.47; (8) 45.92	(3) <40; (5) <40; (8) <40	(3) 48.65; (5) n/a; (8) n/a	
c. Spec Educ	<30	41.16	n/a	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	
5) Attendance								
a. All	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
6) Graduation								
a. All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
b. LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7) Is there any red callie?								
	Yes	No	n/a	No	Yes	Yes	Yes	Yes
8) Did school make AYP?								
	No	Yes	n/a	Yes	No	No	No	No
9) "N" sufficient for calculation								
State=		UT=10		AZ=40	AZ=40	AZ=40	AZ=40	AZ=40
B/A=	30		n/a					
a. All	38	67		(3) 38; (5) 48; (8) 51	Based	Based	Based	Based
b. LEP	Did Not Rpt	67		n/a	on 3-year	on 3-year	on 3-year	on 3-year
c. Spec Educ	12	17		n/a	average	average	average	average

** Little Singer indicator



COMPLETE AYP REVIEW	BILLINGS			CENTRA					
	Blackfoot Dormitory	Northern Cheyenne Tribal	St Stephens Indian School	Black Mesa	Chinle Boarding	Cottonwood Day	Jeehindee'a Academy (Low Mountain)	Lukachukai Community School	
1) Participation Rate									
a. All	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	n/a	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
2) Language Arts									
a. All	n/a	Language Arts	61.07	AZ does not use LA	AZ does not use LA	AZ does not use LA	31.31	AZ does not use LA	AZ does not use LA
b. LEP	n/a	not AYP	n/a	AZ does not use LA	AZ does not use LA	AZ does not use LA	31.31	AZ does not use LA	AZ does not use LA
c. Spec Educ	n/a	indicator	<30	AZ does not use LA	AZ does not use LA	AZ does not use LA	<30	AZ does not use LA	AZ does not use LA
3) Reading									
a. All	n/a	31.31	53.91	(3) 0.00; (5) 17.65; (8) 10.53	(3) 54.76; (5) 38.18; (8) 32.43	(3) 44.93; (5) 33.77; (8) 38.57	20.20	(3) 31.91; (5) 13.33; (8) 18.00	
b. LEP	n/a	n/a	n/a	(3) <40; (5) <40; (8) <40	(3) 56.10; (5) 37.25; (8) 29.79	(3) 46.97; (5) 5.66; (8) 47.62	20.20	(3) 31.11; (5) 26.12; (8) 29.91	
c. Spec Educ	n/a	13.69	<30	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40	(3) <40; (5) <40; (8) <40	<30	(3) <40; (5) <40; (8) <40	
4) Math									
a. All	n/a	22.99	51.06	(3) 12.50; (5) 23.53; (8) 31.58	(3) 83.33; (5) 63.64; (8) 54.42	(3) 33.90; (5) 15.00; (8) 40.28	31.31	(3) 19.15; (5) 23.91; (8) 28.00	
b. LEP	n/a	n/a	n/a	(3) <40; (5) <40; (8) <40	(3) 82.93; (5) 62.75; (8) 53.47	(3) 35.00; (5) 15.00; (8) 40.30	30.93	(3) 17.78; (5) 32.09; (8) 56.03	
c. Spec Educ	n/a	8.00	<30	(3) <40; (5) <40; (8) <40		(3) <40; (5) <40; (8) <40	<30	(3) <40; (5) <40; (8) <40	
5) Attendance									
a. All	n/a	No (79)	Yes	Yes	Yes	Yes	Yes	Yes	Yes (92.56)
b. LEP	n/a	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes (92.56)
c. Spec Educ	n/a	n/a	Yes	Yes	Yes	Yes	<40	Yes	No (86.00)
6) Graduation									
a. All	n/a	No (72)	Yes	n/a	n/a	n/a	n/a	n/a	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?	n/a	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?	n/a	No	Yes	No	No	No	No	No	No
9) "N" sufficient for calculations									
State-		MT=30		AZ=40	AZ=40	AZ=40	AZ=40		AZ=40
BIA-	n/a		30				30		
a. All	n/a		47	Based	Based	Based	99	Based on	
b. LEP	n/a	40	n/a	on 3-year	on 3-year	on 3-year	99	3-yr average	
c. Spec Educ	n/a	40	?	average	average	average	15	NO	



COMPLETE AYP REVIEW	L NAVAJO					CHEYENNE RIVER				
	Many Farms High	Nazlini Boarding	Pinon Community	Rock Point	Rough Rock	Cheyenne Eagle Butte School	Pierre Indian Learning Center	Takini School	Tospaye Topa	
1) Participation Rate										
a. All	Yes	Yes	n/a		Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	n/a		Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	n/a		No	Yes	Yes	Yes	Yes	Yes
2) Language Arts										
a. All	AZ does not use LA	48.28	n/a		AZ does not use LA	AZ does not use LA	58.10	52.38	42.24	64.37
b. LEP	AZ does not use LA	48.28	n/a		AZ does not use LA	AZ does not use LA	44.55	56.85	42.24	61.54
c. Spec Educ	AZ does not use LA	<10	n/a		AZ does not use LA	AZ does not use LA	33.98	32.26	32	37.03
3) Reading										
a. All	(HS) 27.42	32.76	See Progress	(3) 41.26; (5) 32.85; (8) 32.67; (HS) 51.12	(3) 36.25; (5) 16.42; (8) 11.36; (HS) 10.96	59.44	48.21	50.05	60.22	
b. LEP	(HS) 23.68	32.76	on DIBELS	(3) 40.32; (5) 22.03; (8) 25.33; (HS) 47.62	(3) 22.54; (5) 12.50; (8) 11.35; (HS) 8.96	52.78	39.23	50.00	34.62	
c. Spec Educ	(HS) <40	<10	Reading Assmt	(3) <40; (5) <40; (8) <40; (HS) <40	(3) <40; (5) <40; (8) <40; (HS) <40	23.30	25.81	16	20.20	
4) Math										
a. All	(HS) 17.39	60.34	n/a	(3) 43.83; (5) 32.32; (8) 36.46; (HS) 49.62	(3) 40; (5) 4.44; (8) 4.55; (HS) 12.93	73.15	56.55	56.03	65.59	
b. LEP	(HS) 17.39	60.34	n/a	(3) 44.59; (5) 31.25; (8) 35.85; (HS) 46.34	(3) 35.21; (5) 1.82; (8) 4.55; (HS) 3.05	60.19	47.05	56.03	46.15	
c. Spec Educ	(HS) <40	<10	n/a	(3) <40; (5) <40; (8) <40; (HS) <40	(3) <40; (5) <40; (8) <40; (HS) <40	44.12	32.26	28.00	51.72	
5) Attendance										
a. All	n/a	Yes	Yes		Yes	Yes (90)	Yes	Yes	Yes	Yes
b. LEP	n/a	Yes	Yes		Yes	Yes (90)	Yes	Yes	Yes	Yes
c. Spec Educ	n/a	Yes	Yes		<40	No (87)	Yes	Yes	Yes	Yes
6) Graduation										
a. All	No (45.51)	n/a	n/a		Yes	No (67)	Yes	n/a	Yes	Yes
b. LEP	data missing	n/a	n/a		Yes	n/a	Yes	n/a	Yes	Yes
c. Spec Educ	data missing	n/a	n/a		<40	n/a	Yes	n/a	Yes	Yes
7) Is there any red cells?	Yes	Yes	n/a		Yes	Yes	Yes	Yes	Yes	No
8) Did school make AYP?	No	No	No		No	No	No	No	No	Yes
9) "N" sufficient for calculations										
State-	AZ=40		30		AZ=40		AZ=40		AZ=40	
B/A-		30						30	30	30
a. All	124	58			Based		Based	256	168	116
b. LEP	114	58			on 3-year		on 3-year	61	102	116
c. Spec Educ	13	<10			average		average	68	62	25



COMPLETE AYP REVIEW	CROW CREEK/LOWER BRULE			
	Crow Creek Tribal Schools	Enemy Swim Day School	Lower Brule Day School	Tiespa Zina Tribal School
1) Participation Rate				
a. All	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes
2) Language Arts				
a. All	56.74	74.24	51.89	50.75
b. LEP	54.09	64.44	<40	<30
c. Spec Educ	<10	41.67	<40	33.95
3) Reading				
a. All	61.66	68.18	55.66	58.71
b. LEP	56.60	60.00	<40	<30
c. Spec Educ	<10	33.33	<40	30.19
4) Math				
a. All	64.65	75.76	62.85	55.22
b. LEP	59.75	68.89	<40	<30
c. Spec Educ	<10	41.67	<40	37.74
5) Attendance				
a. All	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes
6) Graduation				
a. All	Yes	n/a	Yes	Yes
b. LEP	Yes	n/a	Yes	n/a
c. Spec Educ	Yes	n/a	Yes	Yes
7) Is there any red cells?	No	No	No	Yes
8) Did school make AYP?	Yes	Yes	Yes	No
9) "N" sufficient for calculations				
State-				
BIA-	30	30	30	30
a. All	215	66	105	213
b. LEP	159	45	10	27
c. Spec Educ	10	12	24	56



COMPLETE AYP REVIEW	EASTERN NAVAJO											
	Alamo Navajo School	Baca / Dico' Ay Azhi Comm School	Broad Springs Day School	Chi-Chi'itah (Jones Ranch Comm School)	Dibe Yazhi Hablin Olla (Borrogo Pass)	Dzilth-Na-O-Dith-Hie Community School	Hanaadili Comm School (Huerfano)	Lake Valley Navajo	Mariano Lake	Na'Needhiin Ji Olla (Torreon)	Ojo Encino Day School	
1) Participation Rate												
a. All	Used	Used	Used	Used	Yes	Used	The	Used	Used	Used	Used	Used
b. LEP	NM	NM	NM	NM	Yes	NM	n'	NM	NM	NM	NM	NM
c. Spec Educ	AYP	AYP	AYP	AYP	Yes	AYP	of	AYP	AYP	AYP	AYP	AYP
2) Language Arts												
a. All	Determination	Determination	Determination	Determination	40.00	Determination	18	Determination	Determination	Determination	Determination	Determination
b. LEP	Criteria	Criteria	Criteria	Criteria	37.01	Criteria	is	Criteria	Criteria	Criteria	Criteria	Criteria
c. Spec Educ					<30		too					
3) Reading												
a. All	See NM	See NM	See NM	See NM	33.33	See NM	small	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	35.45	Accountability	for	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	<30	Report	participation	Report	Report	Report	Report	Report
4) Math												
a. All					35.82		rate					
b. LEP					35.43		calculations.					
c. Spec Educ					<30							
5) Attendance												
a. All					Yes		Also problem					
b. LEP					Yes		with					
c. Spec Educ					Yes		attendance.					
6) Graduation												
a. All					n/a							
b. LEP					n/a							
c. Spec Educ					n/a							
7) Is there any red cells?	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8) Did school make AYP?	No	No	Yes	No	No	No	No	No	No	No	No	No
9) "N" sufficient for calculations												
State-	NM	NM	NM	NM		NM		NM	NM	NM	NM	NM
BIA-					30		n=18					
a. All	See NM	See NM	See NM	See NM	136	See NM	See	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	128	Accountability	Notes	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	20	Report	Above	Report	Report	Report	Report	Report



COMPLETE AYP REVIEW	Pueblo Pintado Community	T'isla's'oz't'ol'ta (Crownpoint)	To'haj'ilee (Canoncito)	Tee't'ah'ri Comm School (Standing Rock)	Wingate Elem	Wingate High	Cibecue Community
1) Participation Rate							
a. All	Used	Used	Used	Used	Used	Used	Yes
b. LEP	NM	NM	NM	NM	NM	NM	Yes
c. Spec Educ	AYP	AYP	AYP	AYP	AYP	AYP	Yes
2) Language Arts							
a. All	Determination	Determination	Determination	Determination	Determination	Determination	AZ does not use LA
b. LEP	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	AZ does not use LA
c. Spec Educ							AZ does not use LA
3) Reading							
a. All	See NM	See NM	See NM	See NM	See NM	See NM	(3) 32.56; (5) 17.78; (8) 18.18; (HS) 20.58
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	(3) 29.07; (5) 21.31; (8) 14.23; (H) <40
c. Spec Educ	Report	Report	Report	Report	Report	Report	(3) <40; (5) <40; (8) <40; (H) <40
4) Math							
a. All							(3) 25.56; (5) 32.22; (8) 26.47; (H) 26.47
b. LEP							(3) 25.61; (5) 35.59; (8) <40; (H) <40
c. Spec Educ							(3) <40; (5) <40; (8) <40; (H) <40
5) Attendance							
a. All							Yes
b. LEP							Yes
c. Spec Educ							Yes
6) Graduation							
a. All							No (28.05)
b. LEP							Yes (50.00)
c. Spec Educ							0
7) Is there any red cells?	n/a	n/a	n/a	n/a	n/a	n/a	Yes
8) Did school make AYP?	No	No	No	No	No	No	No
9) "N" sufficient for calculations							
State-	NM	NM	NM	NM	NM	NM	AZ=40
BIA-							
a. All	See NM	See NM	See NM	See NM	See NM	See NM	Based
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	on 3-year
c. Spec Educ	Report	Report	Report	Report	Report	Report	average



COMPLETE AYP REVIEW	FT APACHE	
	John F. Kennedy Day School	Theodore Roosevelt
1) Participation Rate		
a. All	Yes	No
b. LEP	Yes	No
c. Spec Educ	No	Yes
2) Language Arts		
a. All	AZ does not use LA	AZ does not use LA
b. LEP	AZ does not use LA	AZ does not use LA
c. Spec Educ	AZ does not use LA	AZ does not use LA
3) Reading		
a. All	(3) 40.00; (5) 50.00; (8) 32.89	(3) n/a; (5) n/a; (8) 33.33
b. LEP	(3) <40; (5) 30.00; (8) 31.25	(3) n/a; (5) n/a; (8) 30.63
c. Spec Educ	(3) <40; (5) <40; (8) <40	(3) n/a; (5) n/a; (8) <40
4) Math		
a. All	(3) 48.33; (5) 39.44; (8) 52.13	(3) n/a; (5) n/a; (8) 34.15
b. LEP	(3) <40; (5) <40; (8) 49.18	(3) n/a; (5) n/a; (8) 36.21
c. Spec Educ	(3) <40; (5) <40; (8) <40	(3) n/a; (5) n/a; (8) <40
5) Attendance		
a. All	Yes	No (85.20)
b. LEP	Yes	No (85.37)
c. Spec Educ	No	No (65.74)
6) Graduation		
a. All	n/a	n/a
b. LEP	n/a	n/a
c. Spec Educ	n/a	n/a
7) Is there any red cells?	Yes	Yes
8) Did school make AYP?	No	No
9) "N" sufficient for calculations		
State-	AZ<40	AZ<40
BIA-		
a. All	Based	Based on
b. LEP	on 3 year	3-yr average
c. Spec Educ	average	<40

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COMPLETE AYP REVIEW	FT DEFIANCE																
	Chrooshgal Community School (Chuska)	Crystal Boarding	Diloon Community	Greasewood Springs	Holbrook Dormitory	Hunters Point Boarding School	Kin Dah Lich'i Olla	Pine Springs Day School	Saba Dalkai Boarding School	Wide Ruins	Winslow Residential	First Mesa Elem (Polacca)	Havasupai School	Hopi Day School			
1) Participation Rate																	
a. All	Used	Used		Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		Yes
b. LEP	NM	NM		Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		Yes
c. Spec Educ	AYP	AYP		Yes	No	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes
2) Language Arts																	
a. All	Determination	Determination	AZ does not use LA	60.39	n/a	48.33	44.32	40.00	58.21	19.00		83.08	2.22	AZ does not use LA			
b. LEP	Criteria	Criteria	AZ does not use LA	41.95	n/a	50.00	44.02	34.38	47.14	2.56		88.00	0.00	AZ does not use LA			
c. Spec Educ			AZ does not use LA	<30	n/a	<30	<30	<30	<30	<30		57.14	<40	AZ does not use LA			
3) Reading																	
a. All	See NM	See NM	(3) 44.30; (5) 45.16; (8) 41.38	36.38	n/a	20.34	13.64	24.24	35.25	8.33		74.05	4.88	(3) 87.50; (5) 70.49			
b. LEP	Accountability	Accountability	(3) 43.84; (5) 44.74; (8) 35.48	12.50	n/a	20.34	13.64	16.75	25.71	4.35		84.00	4.55	(3) 88.27; (5) n/a			
c. Spec Educ	Report	Report	(3) <40; (5) <40; (8) <40	<30	n/a	<30	<30	<30	<30	<30		42.86	<40	(3) <40; (5) <40			
4) Math																	
a. All			(3) 56.96; (5) 41.94; (8) 47.13	27.45	n/a	13.33	17.05	33.30	41.73	3.33		76.15	8.70	(3) 98.21; (5) 68.85			
b. LEP			(3) 56.16; (5) 39.47; (8) 43.55	11.54	n/a	13.33	17.05	15.63	32.86	0.00		68.00	5.26	(3) 97.92; (5) n/a			
c. Spec Educ			(3) <40; (5) <40; (8) <40	<30	n/a	<30	<30	<30	<30	<30		51.43	<40	(3) <40; (5) <40			
5) Attendance																	
a. All				Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
b. LEP				Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
c. Spec Educ				Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes
6) Graduation																	
a. All				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
b. LEP				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?	n/a	n/a	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Yes	n/a	No	Yes	No			No
8) Did school make AYP?	No	No	No	No	n/a	No	No	No	No	No	n/a	Yes	No	Yes			Yes
9) "N" sufficient for calculations																	
State=	NM	NM	40-AZ														AZ=40
BIA=				30	n/a	30	30	30	30	30	n/a	30	30				
a. All	See NM	See NM	Based	154	n/a	60	88	37	140	60	n/a	131	50	Based			Based
b. LEP	Accountability	Accountability	on 3-year	81	n/a	56	88	32	70	46	n/a	25	49	on 3-year			on 3-year
c. Spec Educ	Report	Report	average	7	n/a	8	9	9	14	n/a	n/a	35	8	average			average



COMPLETE AYP REVIEW	HOPI					
	Hopi High School	Holovilla Barcavi Community School	Keams Canyon Brdg	Moencopel Day School	Second Mesa Day School	
1) Participation Rate						
a. All	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	Yes
2) Language Arts						
a. All	AZ does not use LA	AZ does not use LA	54.55	76.12	AZ does not use LA	
b. LEP	AZ does not use LA	AZ does not use LA	58.62	n/a	AZ does not use LA	
c. Spec Educ	AZ does not use LA	AZ does not use LA	<30	<10	AZ does not use LA	
3) Reading						
a. All	(8) 45.87; (H) 52.89	(3) 72.92; (5) 60.87; (8) 69.81	45.45	71.64	(3) 75.90; (5) 56.29	
b. LEP	(8) <40; (H) <40	(3) 79.07; (5) <40; (8) <40	58.62	n/a	(3) n/a; (5) n/a	
c. Spec Educ	(8) 56.14; (H) 45.16	(3) <40; (5) <40; (8) <40	<30	<10	(3) <40; (5) <40	
4) Math						
a. All	(8) 28.44; (H) 44.09	(3) 68.18; (5) 60.87; (8) 67.92	60.61	79.10	(3) 78.57; (5) 60.94	
b. LEP	(8) 88.00; (H) <40	(3) 82.96; (5) <40; (8) <40	58.62	n/a	(3) n/a; (5) n/a	
c. Spec Educ	(8) 43.00; (H) 29.00	(3) <40; (5) <40; (8) <40	<30	<10	(3) <40; (5) <40	
5) Attendance						
a. All	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	Yes
6) Graduation						
a. All	Yes	n/a	n/a	n/a	n/a	n/a
b. LEP	Yes	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	Yes	n/a	n/a	n/a	n/a	n/a
7) Is there any red cells?	No	No	No	No	No	No
8) Did school make AYP?	Yes	Yes	Yes	Yes	Yes	Yes
9) "N" sufficient for calculations						
State=	AZ=40	AZ=40			AZ=40	
B/A=		Based	30	30		
a. All	Based	on	33	67	31	
b. LEP	on 3-year	3-yr	30	n/a	n/a	
c. Spec Educ	average	average	3	9	10	



COMPLETE AYP REVIEW	MINNEAPOLIS										
	Bahawing Anishnabe School	Big-O-Nay-Ge-Shig	Circle of Life Survival School	Circle of Nations - Wahpaton Indian Bldg	Flandreau Indian Boarding School	Fond du Lac Ojibwe School	Hannahville Indian School	Lac Courte Oreilles Ojibwa School	Menominee Tribal School		
1) Participation Rate			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
a. All			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	See		Yes	Yes	Yes	Yes	Yes	See	Yes	Yes	Yes
c. Spec Educ			No	Yes	Yes	Yes	No		Yes	Yes	Yes
2) Language Arts			n/a	68.29	n/a	SD does not use LA	n/a		n/a	n/a	n/a
a. All			n/a	68.29	n/a	SD does not use LA	n/a		n/a	n/a	n/a
b. LEP	Mf		n/a	<30	n/a	SD does not use LA	n/a	Mf	n/a	n/a	n/a
c. Spec Educ			n/a	<30	n/a	SD does not use LA	n/a		n/a	n/a	n/a
3) Reading		(3) 43.33; (5) 57.14; (7) 19.95; (10) 46.67	68.29	25.00		(9) 36.96	(3) 46.15; (5) 29.17; (7) 28.57; (10) 26.92		(2-yr aver) 70.27	57.41	
a. All		(3) 43.33; (5) 57.14; (7) 19.95; (10) 46.67	68.29	25.00		(9) 36.96	(3) 46.15; (5) 29.17; (7) 28.57; (10) 26.92		(2-yr aver) 70.27	57.41	
b. LEP	Report	(3) 34.88; (5) <40; (7) <40; (10) <40	<30	24.80		(9) 40	(3) <40; (5) n/a; (7) n/a; (10) n/a	Report	<40	<40	
c. Spec Educ		(3) <40; (5) <40; (7) <40; (10) <40	<30	12.75		(9) <10	(3) <40; (5) <40; (7) <40; (10) <40		<40	<40	
4) Math		(3) 56.67; (5) 42.86; (7) 29.03; (10) 18.52	70.21	18.79		(9) 32.61	(3) 46.15; (5) 20.83; (7) 18.52; (10) 20.08		57.14	49.06	
a. All		(3) 56.67; (5) 42.86; (7) 29.03; (10) 18.52	70.21	18.79		(9) 32.61	(3) 46.15; (5) 20.83; (7) 18.52; (10) 20.08		57.14	49.06	
b. LEP	Card	(3) 30.23; (5) <40; (7) <40; (10) <40	<30	24.80		(9) 20	(3) <40; (5) n/a; (7) n/a; (10) n/a	Card	<40	<40	
c. Spec Educ		(3) <40; (5) <40; (7) <40; (10) <40	<30	10.10		(9) <10	(3) <40; (5) <40; (7) <40; (10) <40		<40	<40	
5) Attendance			Yes	Yes	Yes	No, did not meet	No		Yes	Yes	
a. All			Yes	Yes	Yes	No, did not meet	No		Yes	Yes	
b. LEP			Yes	Yes	Yes	state requirements of	Yes		Yes	Yes	
c. Spec Educ			Yes	Yes	Yes	34% or show progress	Yes		Yes	Yes	
6) Graduation			Yes	Yes	n/a	No, did not meet	Yes		Yes	n/a	
a. All			Yes	Yes	n/a	No, did not meet	Yes		Yes	n/a	
b. LEP			Yes	Yes	n/a	state requirements of	n/a		Yes	n/a	
c. Spec Educ			Yes	Yes	n/a	30% or improve	Yes		Yes	n/a	
7) Is there any red cells?			Yes	No	Yes	Yes	Yes	n/a	No	Yes	
8) Did school make AYP?	Yes		No	Yes	No	No	No	No	Yes	No	
9) "N" sufficient for calculations											
State-	Mi	MN-dependent upon subgroup				SD=10	MN-dependent upon subgroup	Mi	WI=40	WI=40	
BIA-			30	30							
a. All	See		20	43	154	46	20	See	54	54	
b. LEP	Report		40	19	125	10	40	Report	10	16	
c. Spec Educ	Card		40	10	103	6	40	Card	16	15	



COMPLETE AYP REVIEW			
	Mookwakli Settlement School	May-Ali-Shing School	Oneida Tribal School
1) Participation Rate			
a. All	Yes		Yes Yes
b. LEP	n/a		Yes n/a
c. Spec Educ	Yes		Yes Yes
2) Language Arts			
a. All	n/a		n/a n/a
b. LEP	n/a		n/a n/a
c. Spec Educ	n/a		n/a n/a
3) Reading			
a. All	67.00	(3) 25.71; (5) 25; (7) 16.12; (10) 47.36	43.75
b. LEP	n/a		n/a n/a
c. Spec Educ	<40		n/a <40
4) Math			
a. All	65.00	(3) n/a; (5) 14.28; (7) 12.50; (10) 14.28	35.94
b. LEP	n/a		n/a n/a
c. Spec Educ	<40		n/a <40
5) Attendance			
a. All	Yes		Yes Yes
b. LEP	n/a		n/a n/a
c. Spec Educ	n/a		Yes Yes
6) Graduation			
a. All	n/a	No (62.00)	No (72)
b. LEP	n/a		n/a n/a
c. Spec Educ	n/a	No (63.00)	No (60)
7) Is there any red cells?	No		Yes Yes
8) Did school make AYP?	Yes		No No
9) "N" sufficient for calculations			
State=	IA=40		MN=20 WI=40
BIA=			
a. All	20	Two Years	64
b. LEP	n/a	Data used to	n/a
c. Spec Educ	<40	make n>20	17

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COMPLETE AYP REVIEW	NORTHERN NAVAJO														
	Aneeth Comm School	Alsa/Blyazh Community School	Aztec Dormitory	Beclabito Day School	Cove Day School	Navajo Preparatory School	Nenahnezad Community School	Red Rock Day School	Sansotee Day School	Shiprock Alternative Dormitory	Shiprock Northwest High	T'lis Naz'bas Comm School (Teecnospos)	Tobaalf Comm School (Toadlena)	Jicarilla Dormitory	Ohlay Owingeh Community School
1) Participation Rate															
a. All	Yes	Used		Used	Yes	Yes	Used	Yes	Used			Yes	Used		Used
b. LEP	Yes	NM		NM	n/a	n/a	NM	Yes	NM			Yes	NM		NM
c. Spec Educ	No	AYP		AYP	Yes	n/a	AYP	Yes	AYP			Yes	AYP		AYP
2) Language Arts															
a. All	57.00	Determination		Determination	42.42	95.02	Determination	53.91	Determination			60.78	Determination		Determination
b. LEP	52.53	Criteria		Criteria	n/a	n/a	Criteria	54.93	Criteria			53.16	Criteria		Criteria
c. Spec Educ	<30				<30	n/a		<30				30.00			
3) Reading															
a. All	35.00	See NM		See NM	36.36	89.77	See NM	49.62	See NM			29.95	See NM		See NM
b. LEP	31.31	Accountability		Accountability	n/a	n/a	Accountability	49.62	Accountability			16.28	Accountability		Accountability
c. Spec Educ	<30	Report		Report	<30	n/a	Report	<30	Report			5.00	Report		Report
4) Math															
a. All	41.00				45.45	91.48						20.39			
b. LEP	37.37				n/a	n/a						16.28			
c. Spec Educ	<30				<30	n/a		<30				2.50			
5) Attendance															
a. All	Yes		n/a		Yes	Yes		Yes		n/a	Yes	Yes		n/a	
b. LEP	Yes		n/a		n/a	n/a		Yes		n/a	Yes	Yes		n/a	
c. Spec Educ	Yes		n/a		Yes	n/a		Yes		n/a	Yes	Yes		n/a	
6) Graduation															
a. All	n/a		n/a		n/a	Yes		n/a		n/a	Yes	n/a		n/a	
b. LEP	n/a		n/a		n/a	n/a		n/a		n/a	Yes	n/a		n/a	
c. Spec Educ	n/a		n/a		n/a	n/a		n/a		n/a	Yes	n/a		n/a	
7) Is there any red cells?	Yes	n/a	n/a	n/a	Yes	No	n/a	No	n/a	n/a	Yes	Yes	n/a	n/a	n/a
8) Did school make AYP?	No	No	n/a	Yes	No	Yes	No	Yes	No	n/a	No	No	No	n/a	No
9) "N" sufficient for calculations															
State-		NM		NM			NM		NM			NM		NM	
B/A-	30	n/a			30	30		30		n/a	30	30		n/a	
a. All	104	See NM	n/a	See NM	33	182	See NM	139	See NM	n/a	71	153	See NM	n/a	See NM
b. LEP	99	Accountability	n/a	Accountability	n/a	n/a	Accountability	139	Accountability	n/a	127	86	Accountability	n/a	Accountability
c. Spec Educ	22	Report	n/a	Report	7	n/a	Report	21	Report	n/a	27	40	Report	n/a	Report



COMPLETE AYP REVIEW	NORTHERN PUEBLO				
	San Ildefonso Day School	Santa Clara Day School	Santa Fe Indian School	Taos Day School	Te-Tsu Geth Oweenge Day School
1) Participation Rate					
a. All	Used	Used	Used	Used	Used
b. LEP	NM	NM	NM	NM	NM
c. Spec Educ	AYP	AYP	AYP	AYP	AYP
2) Language Arts					
a. All	Determination	Determination	Determination	Determination	Determination
b. LEP	Criteria	Criteria	Criteria	Criteria	Criteria
c. Spec Educ					
3) Reading					
a. All	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	Report
4) Math					
a. All					
b. LEP					
c. Spec Educ					
5) Attendance					
a. All					
b. LEP					
c. Spec Educ					
6) Graduation					
a. All					
b. LEP					
c. Spec Educ					
7) Is there any red cells?	n/a	n/a	n/a	n/a	n/a
8) Did school make AYP?	Yes	No	No	No	No
9) "N" sufficient for calculations					
State-	NM	NM	NM	NM	NM
B/A-					
a. All	See NM	See NM	See NM	See NM	See NM
b. LEP	Accountability	Accountability	Accountability	Accountability	Accountability
c. Spec Educ	Report	Report	Report	Report	Report



COMPLETE AYP REVIEW	OKLAHOMA						PAPAGOI					
	Carter Seminary	Eufaula Dormitory	Jones Academy	Kickapoo Nation School	River side Indian School	Sequoyah High School	Blackwater Community	Casa Blanca Day School	Gila Crossing Day School	Salt River Day School		
1) Participation Rate												
a. All	n/a	n/a	n/a	Yes	Yes	Yes	Used		Yes		Yes	Yes
b. LEP	n/a	n/a	n/a	Yes	n/a	Yes	AZ		Yes		Yes	Yes
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	Yes	AYP		Yes		Yes	Yes
2) Language Arts												
a. All	n/a	n/a	n/a	65.79	<30	40.52	Determination	AZ does not use LA		AZ does not use LA		AZ does not use LA
b. LEP	n/a	n/a	n/a	<30	n/a	<30	Criteria	AZ does not use LA		AZ does not use LA		AZ does not use LA
c. Spec Educ	n/a	n/a	n/a	<30	<30	<30		AZ does not use LA		AZ does not use LA		AZ does not use LA
3) Reading												
a. All	n/a	n/a	n/a	57.38	24.39	n/a	See AZ	(3) 38.83	(3) 25.58; (5) 20.42; (6) 44.44		(3) 49.04; (5) 53.54; (8) n/a	
b. LEP	n/a	n/a	n/a	<30	n/a	n/a	Accountability	(3) 38.83	(3) 47.63; (5) 21.11; (6) 46.15		(3) 52.17; (5) 44.16; (8) n/a	
c. Spec Educ	n/a	n/a	n/a	<30	<30	n/a	Report	<40	(3) <40; (5) <40; (6) <40		(3) <40; (5) <40; (8) n/a	
4) Math												
a. All	n/a	n/a	n/a	64.52	20.22	14.43		(3) 48.15	(3) 27.27; (5) 14.53; (6) 40.23		(3) 52.21; (5) 25.81; (8) n/a	
b. LEP	n/a	n/a	n/a	<30	n/a	<30		(3) 48.15	(3) 44.04; (5) 16.68; (6) 47.46		(3) 48.72; (5) 19.48; (8) n/a	
c. Spec Educ	n/a	n/a	n/a	<30	<30	<30		<40	(3) <40; (5) <40; (6) <40		(3) <40; (5) <40; (8) n/a	
5) Attendance												
a. All	n/a	n/a	n/a	Yes	Yes	No (89.00)		No (89.80)		Yes	Yes	
b. LEP	n/a	n/a	n/a	Yes	n/a	Yes (97.00)		No (89.70)		Yes	Yes	
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	No (89.00)		No (87.80)		Yes	Yes	
6) Graduation												
a. All	n/a	n/a	n/a	Yes	Yes	Yes (75.00)		n/a		n/a	n/a	
b. LEP	n/a	n/a	n/a	n/a	n/a	Yes (96.00)		n/a		n/a	n/a	
c. Spec Educ	n/a	n/a	n/a	Yes	Yes	No (67.00)		n/a		n/a	n/a	
7) Is there any red cells?	n/a	n/a	n/a	No	Yes	Yes	n/a	Yes		Yes	Yes	
8) Did school make AYP?	n/a	n/a	n/a	Yes	n/a	No	Yes	No		No	No	
9) "N" sufficient for calculations												
State=				OK=30	OK=30		AZ	AZ=40		AZ=40	AZ=40	
B/A=	n/a	n/a	n/a	30								
a. All	n/a	n/a	n/a	61	140	121	See AZ	54		115	Based on	
b. LEP	n/a	n/a	n/a	18	0	11	Accountability	54		78	3-year average	
c. Spec Educ	n/a	n/a	n/a	10	17	20	Report	9		23	<40	



COMPLETE AYP REVIEW	PIMA				PINE RIDGE							
	San Simon School	Santa Rosa Boarding	Santa Rosa Ranch	Tehono C'odham High School	American Horse	Crazy Horse	Little Wound	Lone-man Day	Pine Ridge	Porcupine Day	Wounded Knee	
1) Participation Rate												
a. All	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	n/a	Yes	No	No	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
2) Language Arts												
a. All	AZ does not use LA	AZ does not use LA	38.24	AZ does not use LA		34.78	32.26	47.77	36.62	44.36	24.03	23.08
b. LEP	AZ does not use LA	AZ does not use LA	<30	AZ does not use LA		34.78	32.26	44.79	36.62	43.60	30.26	23.08
c. Spec Educ	AZ does not use LA	AZ does not use LA	<30	AZ does not use LA		25.00	21.21	19.35	24.49	12.61	11.11	<30
3) Reading												
a. All	(3) 26.92; (5) 40.00; (8) 30.30	(3) 54.29; (5) 26.76; (8) 43.33	50.00	(HS) 42.40	24.09	39.36	43.11	34.39	52.00	25.47	18.99	
b. LEP	(3) 33.90; (5) 27.03; (8) n/a	(3) <40; (5) <40; (8) <40	<30	n/a	24.09	39.36	43.62	34.39	47.97	26.61	18.99	
c. Spec Educ	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	<30	(HS) <40	14.29	16.18	8.05	14.28	18.02	11.11	<30	
4) Math												
a. All	(3) 26.25; (5) 38.57; (8) 26.09	(3) 50.00; (5) 40.00; (8) 46.07	72.73	(HS) 13.04	34.31	47.10	52.80	40.21	47.78	23.00	26.83	
b. LEP	(3) 23.73; (5) 29.73; (8) n/a	(3) <40; (5) <40; (8) <40	<30	n/a	34.31	45.16	51.94	40.21	50.11	26.61	26.83	
c. Spec Educ	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	<30	(HS) <40	25.71	39.39	51.61	30.61	24.32	7.41	<30	
5) Attendance												
a. All	84.22	86.00 (Increase)	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. LEP	87.90	90.00	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	83.30	90.00	Yes	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6) Graduation												
a. All	n/a	n/a	n/a	Yes	n/a	Yes	Yes	n/a	Yes	n/a	n/a	n/a
b. LEP	n/a	n/a	n/a	n/a	n/a	Yes	No	n/a	Yes	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	n/a	Yes	n/a	Yes	No	n/a	Yes	n/a	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?	No	No	No	No	No	No	No	No	No	No	No	No
9) "N" sufficient for calculations												
State-	AZ=40	AZ=40		AZ=40								
BIA-	Based	Based	30		30	30	30	30	30	30	30	30
a. All	on	on	35		66	139	155	390	189	803	104	78
b. LEP	3-yr	3-yr	6		n/a	138	155	324	189	484	109	78
c. Spec Educ	average	average	5		21	36	33	80	49	118	27	16



COMPLETE AYP REVIEW	PORTLAND												ROSEBUD				S:
	Chemawa Indian School	Chief Leschi School (Puyallup)	Coeur d'Alene Tribal School	Lummi High	Lummi Tribal School	Muckleshoot Tribal	Paschal Sherman Indian School	Quillete Tribal School	Shoshone-Bannock School District No. 512	Two Eagle River	Wa He Lut Indian Sch	Yakama Nation Indian School	Marty Indian School	Sicangu Oways Ohi (Rosebud Dormitory)	St Francis Indian Sch	Duckwater Shoshone Elem	
1) Participation Rate																	
a. All	Yes	Yes	Yes	State	State		Yes	Yes	State	Yes	Yes	Yes	Yes	Yes	n/a	Yes	Based
b. LEP	n/a	n/a	n/a	of	of		Yes	n/a	of	n/a	Yes	n/a	Yes	Yes	n/a	Yes	on
c. Spec Educ	Yes	Yes	Yes	WA	WA		Yes	Yes	WA	Yes	Yes	Yes	Yes	Yes	n/a	Yes	both
2) Language Arts																	
a. All	50.98	70.54	30.56	has	has	WA does not use LA	50.69	has		31.58	56.70	41.77	62.22	59.25	n/a	40.05	the
b. LEP	n/a	n/a	<30	supplied	supplied	WA does not use LA	n/a	supplied		n/a	45.00	n/a	n/a	62.50	n/a	40.05	school
c. Spec Educ	<30	<30	<30	written	written	WA does not use LA	4.17	written		33.33	25.00	0.00	25	21.14	n/a	28.57	narrative
3) Reading																	
a. All	62.75	67.44	36.12	report	report	(4) 25; (7) 25; (10) 0	58.90	report		43.86	53.30	50.63	58.43	61.32	n/a	40.96	and
b. LEP	n/a	n/a	<30	on	on	n/a	n/a	on		n/a	30	n/a	n/a	62.50	n/a	40.96	the
c. Spec Educ	<30	<30	<30	AYP	AYP	n/a	16.67	AYP		<30	25	11.76	18.75	14.28	n/a	7.14	number
4) Math																	
a. All	50.98	70.54	44.45	not achieved	not achieved	(4) 0; (7) 0; (10) 0	64.36	achieved		39.29	51.7	45.84	73.03	55.55	n/a	44.05	of
b. LEP	n/a	n/a	<30	by	by	n/a	n/a	by		n/a	30	n/a	n/a	65.50	n/a	44.06	children
c. Spec Educ	<30	<30	<30	school	school	n/a	33.33	school		33.33	16.67	5.88	56.25	35.70	n/a	40.48	achieving
5) Attendance																	
a. All	92.00	90.50	Yes	n/a	n/a	No (11)	Yes	n/a	n/a	n/a	Yes	Yes	Yes	Yes	n/a	Yes	proficiency
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	Yes	n/a	Yes	or
c. Spec Educ	93.00	87.03	Yes	n/a	n/a	n/a	Yes	n/a	n/a	n/a	Yes	Yes	Yes	Yes	n/a	Yes	above
6) Graduation																	
a. All	Yes	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.53	Yes	n/a	Yes	Yes	n/a	Yes	
b. LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Yes	n/a	n/a	Yes	n/a	Yes	
c. Spec Educ	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.00	Yes	n/a	Yes	Yes	n/a	Yes	
7) Is there any red cells?	No	No	No	n/a	n/a	Yes	No	n/a	No	Yes	Yes	No	No	n/a	Yes	n/a	n/a
8) Did school make AYP?	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	n/a	No	Yes	Yes
9) "N" sufficient for calculations																	
State-			ID=30	WA	WA	WA=10		WA	ID=30								
B/A=	30	30					30		30	30	30	30	30	30	n/a	30	
a. All	51	129	35	See WA	See WA	Confidence Interval Used	73	See WA	57	138	79	90	108	n/a	377	See	
b. LEP	n/a	n/a	<30	Accountability	Accountability	<10	n/a	Accountability	n/a	33	n/a	n/a	15	n/a	377	Notes	
c. Spec Educ	8	28	<30	Report	Report	<10	28	Report	18	21	17	15	28	n/a	42	above	



COMPLETE AYP REVIEW	ACRAMENTO						SOUTH & EASTERN STATE					
	Noli School	Pyramid Lake High School	Sherman Indian High School	Ala-fach-koo	Beatrice Rufferty	Boque Chitto	Cherokee Elem	Cherokee High	Chitimacha Day	Choctaw High	Choctaw Middle	Conehatta
1) Participation Rate												
a. All	Yes	Yes	Yes	Yes	State	State	Yes	Yes	Yes	State	State	State
b. LEP	n/a	n/a	Yes	Yes	of	of	n/a	n/a	Yes	of	of	of
c. Spec Educ	Yes	Yes	Yes	Yes	ME	MS	Yes	Yes	Yes	MS	MS	MS
2) Language Arts												
a. All	14.16	65.52	49.32	71.83	has	has	n/a	n/a	75.00	has	has	has
b. LEP	n/a	n/a	<30	58.62	supplied	supplied	n/a	n/a	n/a	supplied	supplied	supplied
c. Spec Educ	<40	<30	5.41	60.87	written	written	n/a	n/a	66.70	written	written	written
3) Reading												
a. All	71.93	72.83	48.30	67.61	report	report	(3-8) 84.92	(3-8) 91.62; (10) 34.11	n/a	report	report	report
b. LEP	n/a	n/a	<30	58.62	on	on	n/a	n/a	n/a	on	on	on
c. Spec Educ	<40	<30	0	52.71	AYP	AYP	(3-8) 50.54	(3-8) 68.62; (10) <30	n/a	AYP	AYP	AYP
4) Math												
a. All	10.62	67.02	48.68	77.46	achieved	achieved	(3-8) 91.41	(3-8) 91.72; (10) 42.85	75	achieved	achieved	achieved
b. LEP	n/a	n/a	<30	68.97	by	by	n/a	n/a	n/a	by	by	by
c. Spec Educ	<40	<30	24.32	60.87	school	school	(3-8) 67.39	(3-8) 74.51; (10) <30	66.7	school	school	school
5) Attendance												
a. All	Yes	Yes	Yes	Yes	n/a	n/a	Yes	Yes	Yes	n/a	n/a	n/a
b. LEP	n/a	n/a	Yes	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	Yes	Yes	Yes	Yes	n/a	n/a	Yes	Yes	Yes	n/a	n/a	n/a
6) Graduation												
a. All	Yes	Yes	Yes	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
c. Spec Educ	Yes	Yes	Yes	n/a	n/a	n/a	n/a	Yes	n/a	n/a	n/a	n/a
7) Is there any red cells?	Yes	No	Yes	No	n/a	n/a	No	Yes	No	n/a	n/a	n/a
8) Did school make AYP?	No	Yes	No	Yes	No	Yes	Yes	No	Yes	No	No	Yes
9) "N" sufficient for calculations												
State-					ME	MS	NC-30	NC-30	LA-10	MS	MS	MS
BIA-	30	30	30	30								
a. All	113	118	308	71	See ME	See MS	365	(3-8) 193; (10) 84	12	See MS	See MS	See MS
b. LEP	n/a	n/a	17	29	Accountability	Accountability	n/a	n/a	AYP made by LA	Accountability	Accountability	Accountability
c. Spec Educ	18	21	37	23	Report	Report	93	(3-8) 51; (10) 16	3	Report	Report	Report



COMPLETE AYP REVIEW	S								SC			
	Indian Island	Indian Township	Miccosukee	Pearl River Elem	Red Water	Standing Pine	Tucker Elem	Islela Elementary	Jamez Day School	Laguna Elementary	Laguna Middle	
1) Participation Rate												
a. All	State	State	Yes	State	State	State	State	Used	Used	Used	Used	
b. LEP	of	of	Yes	of	of	of	of	NM	NM	NM	NM	
c. Spec Educ	ME	ME	Yes	MS	MS	MS	MS	AYP	AYP	AYP	AYP	
2) Language Arts												
a. All	has	has	85.71	has	has	has	has	Determination	Determination	Determination	Determination	
b. LEP	supplied	supplied	85.71	supplied	supplied	supplied	supplied	Criteria	Criteria	Criteria	Criteria	
c. Spec Educ	written	written	<30	written	written	written	written					
3) Reading												
a. All	report	report	91.07	report	report	report	report	See NM	See NM	See NM	See NM	
b. LEP	on	on	91.07	on	on	on	on	Accountability	Accountability	Accountability	Accountability	
c. Spec Educ	AYP	AYP	<30	AYP	AYP	AYP	AYP	Report	Report	Report	Report	
4) Math												
a. All	achieved	achieved	85.71	achieved	achieved	achieved	achieved					
b. LEP	by	by	85.71	by	by	by	by					
c. Spec Educ	school	school	<30	school	school	school	school					
5) Attendance												
a. All	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
6) Graduation												
a. All	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a	n/a					
7) Is there any red cells?	n/a	n/a	No	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
8) Did school make AYP?	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	
9) "N" sufficient for calculations												
State-BIA+	ME	ME		MS	MS	MS	MS	NM	NM	NM	NM	
a. All	See ME	See ME	56	See MS	See MS	See MS	See MS	See NM	See NM	See NM	See NM	
b. LEP	Accountability	Accountability	56	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	
c. Spec Educ	Report	Report	20	Report	Report	Report	Report	Report	Report	Report	Report	



COMPLETE AYP REVIEW	SOUTHERN PUEBLO				
	Mescalero Apache	Pine Hill School	San Felipe Pueblo Elem	Sky City Community	Zia Day School (T'saja Elem & Mid Sch)
1) Participation Rate					
a. All	<i>Used</i>	<i>Used</i>	<i>Used</i>	<i>Used</i>	<i>Used</i>
b. LEP	<i>NM</i>	<i>NM</i>	<i>NM</i>	<i>NM</i>	<i>NM</i>
c. Spec Educ	<i>AYP</i>	<i>AYP</i>	<i>AYP</i>	<i>AYP</i>	<i>AYP</i>
2) Language Arts					
a. All	<i>Determination</i>	<i>Determination</i>	<i>Determination</i>	<i>Determination</i>	<i>Determination</i>
b. LEP	<i>Criteria</i>	<i>Criteria</i>	<i>Criteria</i>	<i>Criteria</i>	<i>Criteria</i>
c. Spec Educ					
3) Reading					
a. All	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>
b. LEP	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>
c. Spec Educ	<i>Report</i>	<i>Report</i>	<i>Report</i>	<i>Report</i>	<i>Report</i>
4) Math					
a. All					
b. LEP					
c. Spec Educ					
5) Attendance					
a. All					
b. LEP					
c. Spec Educ					
6) Graduation					
a. All					
b. LEP					
c. Spec Educ					
7) Is there any red cells?	n/a	n/a	n/a	n/a	n/a
8) Did school make AYP?	No	No	No	No	Yes
9) "N" sufficient for calculations					
State-	NM	NM	NM	NM	NM
BIA-					
a. All	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>	<i>See NM</i>
b. LEP	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>
c. Spec Educ	<i>Report</i>	<i>Report</i>	<i>Report</i>	<i>Report</i>	<i>Report</i>



COMPLETE AYP REVIEW	STANDING ROCK					TURTLE MOUNTAIN				
	Little Eagle Day School	Rock Creek Day School	Standing Rock Comm School	Tate Topa Tribal School (Four Winds)	Theodore Jamerson Elem School	Dunseith Day	Mandaree Day	Ojibwa Indian School	Trenton School	Turtle Mountain Elem School
1) Participation Rate										
a. All	Yes	Yes	No	Yes	Yes	Yes		Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
c. Spec Educ	Yes	Yes	No	Yes	Yes	Yes		Yes	Yes	Yes
2) Language Arts										
a. All	45.61	44.27	27.59	n/a	n/a	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
b. LEP	33.33	44	20.37	n/a	n/a	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
c. Spec Educ	26.09	23	4.88	n/a	n/a	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
3) Reading										
a. All	35.08	47.22	27.59	24.13	30.11	(4) 22.22; (8) 10.52	(4) 50.00; (8) 50.00; (12) 60.00	(4) 13.04; (8) 32.35	(4) 33.00; (8) 33.33	(4) 42.99
b. LEP	37.04	20	20.37	24.13	24.15	(4) <10; (8) 7.14	(4) * (8) * (12) 0.00	(4) 0.00; (8) 20.00	n/a	(4) <30
c. Spec Educ	17.39	15.38	4.88	8.47	4.00	(4) <10; (8) <10	(4) * (8) * (12) 0.00	(4) 0.00; (8) 0.00	n/a	(4) 9.68
4) Math										
a. All	43.80	25	14.38	24.13	29.03	(4) 22.22; (8) 10.52	(4) 33.33; (8) 37.50; (12) 8.00	(4) 13.04; (8) 32.35	(4) 66.00; (8) 33.33	(4) 51.4
b. LEP	30.95	20	12.96	24.13	22.58	(4) <10; (8) 14.29	(4) * (8) * (12) 0.00	(4) 37.50; (8) 30.00	n/a	(4) <30
c. Spec Educ	34.78	23	2.56	11.88	8	(4) <10; (8) <10	(4) * (8) * (12) 0.00	(4) 0.00; (8) 16.67	n/a	(4) 21.88
5) Attendance										
a. All	Yes	Yes	Yes	Yes	Yes	No (91.00)	No (92.80)	Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	Yes	Yes	No (91.00)	No (92.20)	Yes	n/a	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	Yes	No (92.00)	No (91.20)	Yes	Yes	Yes
6) Graduation										
a. All	n/a	n/a	Yes	n/a	n/a	n/a	No (55.00)	n/a	Yes	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a	No (66.00)	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a	No (50.00)	n/a	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8) Did school make AYP?	No	No	No	No	No	No	No	No	No	No
9) "N" sufficient for calculations										
State-						ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula
BIA-	30	30	30	30	30					
a. All	61	36	149	236	94	18	* N size too small	* N size too small	* N size too small	107
b. LEP	45	<30	54	236	62	14	for accurate	for accurate	for accurate	13
c. Spec Educ	23	<30	41	59	25	<10	calculation	calculation	calculation	32



COMPLETE AYP REVIEW	Turtle Mountain High School	Turtle Mountain Middle School	Twin Buttes Day School	White Shield School
1) Participation Rate				
a. All	Yes	Yes	Yes	Yes
b. LEP	n/a	Yes	Yes	No
c. Spec Educ	Yes	Yes	Yes	Yes
2) Language Arts				
a. All	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
b. LEP	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
c. Spec Educ	ND does not use LA	ND does not use LA	ND does not use LA	ND does not use LA
3) Reading				
a. All	(12) 27.4	(8) 43.26	(4) 60.00; (8) 40.00	(4) 42.86; (8) 90.00; (12) n/a
b. LEP	(12) n/a	(8) 9.52	(4) n/a; (8) n/a	(4) 40.00; (8) 85.71; (12) n/a
c. Spec Educ	(12) 3.03	(8) <n	(4) 0.00; (8) n/a	(4) 33.33; (8) 100.00; (12) n/a
4) Math				
a. All	(12) 16.33	(8) 36.87	(4) 75.00; (8) 33.33	(4) 78.57; (8) 80.00; (12) n/a
b. LEP	(12) n/a	(8) 14.63	(4) 33.33; (8) 33.33	(4) 40.00; (8) 85.71; (12) n/a
c. Spec Educ	(12) 0	(8) <n	(4) n/a; (8) n/a	(4) 63.33; (8) 75.00; (12) n/a
5) Attendance				
a. All	No (63.70)	Yes	Yes (93.00)	No (92.44)
b. LEP	No (88.55)	Yes	Yes (94.00)	No (89.00)
c. Spec Educ	No (63.65)	Yes	No (92.00)	No (88.42)
6) Graduation				
a. All	No (63.70)	n/a	n/a	n/a
b. LEP	No (63.33)	n/a	n/a	n/a
c. Spec Educ	No (72.41)	n/a	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes
8) Did school make AYP?	No	No	Yes	No
9) "N" sufficient for calculations				
State=	ND=uses a formula	ND=uses a formula	ND=uses a formula	ND=uses a formula
BIA=				
a. All	137	141	34	58
b. LEP	n/a	42	23	24
c. Spec Educ	38	28	<10	23



COMPLETE AYP REVIEW	COMPLETE AYP REVIEW					
	Chickilnabeto Comm School	Demnehoiso Boarding	Greynhills Academy High	Kaibeto Boarding School	Kajenta Comm School	KimLani Borden town (Flagstaff) Dormitory
1) Participation Rate						
a. All	No	Yes	Yes	Yes	Yes	Yes
b. LEP	n/a	Yes	Yes	Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	Yes	No	No
2) Language Arts						
a. All	38.33	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA
b. LEP	n/a	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA
c. Spec Educ	<30	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA	AZ does not use LA
3) Reading						
a. All	36.67	(3) 35.00; (5) 25.42; (8) 37.78	(H) 33.00	(3) 35.85; (5) 31.25; (8) 40.78	(3) 24.39; (5) 26.19; (8) 24.44	
b. LEP	n/a	(3) 44.12; (5) <40; (8) <40	<40	(3) 26.47; (5) 24.68; (8) 28.57	(3) 27.27; (5) 15.87; (8) 29.76	
c. Spec Educ	<30	(3) <40; (5) <40; (8) <40	<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	
4) Math						
a. All	45.76	(3) 30.00; (5) 35.59; (8) 48.89	(H) 32.58	(3) 32.38; (5) 34.62; (8) 49.04	(3) 21.96; (5) 42.86; (8) 20	
b. LEP	n/a	(3) 36.76; (5) <40; (8) <40	<40	(3) 26.87; (5) 31.17; (8) 51.02	(3) 49.12; (5) 32.26; (8) 28.57	
c. Spec Educ	<30	(3) <40; (5) <40; (8) <40	<40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	
5) Attendance						
a. All	Yes	Yes (92.00)	Yes	Yes (90.19)	Yes (93)	n/a
b. LEP	Yes	Yes (93.00)	Yes	Yes (90.19)	No (88)	n/a
c. Spec Educ	Yes	No (87.00)	Yes	No (88.38)	No (88)	n/a
6) Graduation						
a. All	n/a	n/a	Yes	n/a	n/a	n/a
b. LEP	n/a	n/a	Yes	n/a	n/a	n/a
c. Spec Educ	n/a	n/a	Yes	n/a	n/a	n/a
7) Is there any red cells?	Yes	Yes	Yes	Yes	Yes	n/a
8) Did school make AYP?	No	No	No	No	No	n/a
9) "N" sufficient for calculations						
State-		AZ=40	AZ=40	AZ=40	AZ=40	n/a
BIA-	30					n/a
a. All	68	Based on	107	Based	41	n/a
b. LEP	n/a	3-yr average	3	on 3-year	3-yr average	n/a
c. Spec Educ	7		22	average	<40	n/a



COMPLETE AYP REVIEW	WESTERN		NAVAJO			Rocky Ridge Boarding	Shonto Preparatory School	Tonalea Day School (Red Lake)
	Leupp School	Little Singer Comm School	Naa Ts'is' Ana Comm Sch (Navajo Mountain)	Richfield Residential Hall				
1) Participation Rate								
a. All	Yes	Yes	Yes			Yes	Yes	No
b. LEP	Yes	Yes	Yes			Yes	Yes	
c. Spec Educ	Yes	Yes	Yes			Yes	Yes	
2) Language Arts								
a. All	AZ does not use LA	23.68	89.55			AZ does not use LA	AZ does not use LA	AZ does not use LA
b. LEP	AZ does not use LA	n/a	89.55			AZ does not use LA	AZ does not use LA	AZ does not use LA
c. Spec Educ	AZ does not use LA	<30	52.94			AZ does not use LA	AZ does not use LA	AZ does not use LA
3) Reading								
a. All	(3) 49.21; (5) 62.12; (8) 46.27; (H) 17.50	23.68	n/a			(3) <40; (5) 64.58; (8) 41.17	(3) 40.74; (5) 27.59; (8) 28.57	(3) 34.25; (5) 20.00; (8) 23.68
b. LEP	(3) 37.50; (5) <40; (8) <40; (H) <40	n/a	n/a			(3) <40; (5) <40; (8) <40	(3) 36.36; (5) 25.30; (8) 35.56	(3) <40; (5) <40; (8) <40
c. Spec Educ	(3) <40; (5) <40; (8) <40; (H) <40	<30	n/a			(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40
4) Math								
a. All	(3) 57.14; (5) 68.18; (8) 59.70; (H) 17.50	21.05	90.77			(3) 47.50; (5) 46.90; (8) 42.20	(3) 46.29; (5) 22.41; (8) 24.29	(3) 27.94; (5) 22.09; (8) 44.62
b. LEP	(3) <40; (5) <40; (8) <40; (H) <40	n/a	90.77			(3) <40; (5) <40; (8) <40	(3) 55.26; (5) 36.47; (8) 45.92	(3) <40; (5) <40; (8) <40
c. Spec Educ	(3) <40; (5) <40; (8) <40; (H) <40	<30	41.18			(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40	(3) <40; (5) <40; (8) <40
5) Attendance								
a. All	Yes	Yes	Yes	n/a		Yes	Yes	Yes
b. LEP	Yes	Yes	Yes	n/a		Yes	Yes	Yes
c. Spec Educ	Yes	Yes	Yes	n/a		Yes	Yes	Yes
6) Graduation								
a. All	No (25.00)	n/a	n/a	n/a		n/a	n/a	n/a
b. LEP	Yes (50.00)	n/a	n/a	n/a		n/a	n/a	n/a
c. Spec Educ	0.00	n/a	n/a	n/a		n/a	n/a	n/a
7) Is there any red cells?	Yes	Yes	No	n/a		No	Yes	Yes
8) Did school make AYP?	No	No	Yes	n/a		Yes	No	No
9) "N" sufficient for calculations								
State-	AZ=40		UT=10	n/a		AZ=40	AZ=40	AZ=40
BIA=		30		n/a				
a. All	Based	38	67	n/a		(3) 38; (5) 48; (8) 51	Based	Based
b. LEP	on 3-year	Did Not Rpt	67	n/a		n/a	on 3-year	on 3-year
c. Spec Educ	average	12	17	n/a		n/a	average	average



COMPLETE AYP REVIEW		Tuba City Boarding School
1) Participation Rate		
a. All		Yes
b. LEP		Yes
c. Spec Educ		Yes
2) Language Arts		
a. All		AZ does not use LA
b. LEP		AZ does not use LA
c. Spec Educ		AZ does not use LA
3) Reading		
a. All		(3) 38.52; (5) 41.28; (8) 43.06
b. LEP		(3) 39.15; (5) n/a; (8) n/a
c. Spec Educ		(3) <40; (5) <40; (8) <40
4) Math		
a. All		(3) 50; (5) 42.20; (8) 49.31
b. LEP		(3) 48.65; (5) n/a; (8) n/a
c. Spec Educ		(3) <40; (5) <40; (8) <40
5) Attendance		
a. All		Yes
b. LEP		Yes
c. Spec Educ		Yes
6) Graduation		
a. All		n/a
b. LEP		n/a
c. Spec Educ		n/a
7) Is there any red cells?		
Yes		
8) Did school make AYP?		
No		
9) "N" sufficient for calculations		
State=		AZ=40
BIA=		
a. All		Based
b. LEP		on 3-year
c. Spec Educ		average

Number of Schools	Area
-------------------	------

7	Participation
27	LA / all
21	LA / LEP
24	LA / SpEd
57	Read. / All
26	Read. / LEP
26	Read / SpEd
31	Math / All
24	Math / LEP
26	Math / SpEd
1	Atten. / All
0	Atten. / LEP
1	Atten / SpEd
0	Grad. / All
1	Grad. / LEP
1	Grad. / SpEd



Appendix M: Bureau of Indian Affairs Office of Indian Education Programs State Performance Plan Submitted December 1, 2005

SPP Template – Part B (3)

Bureau of Indian Affairs
State

**Bureau of Indian Affairs
Office of Indian Education Programs
State Performance Plan
Submitted December 1, 2005**

The Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP) funds schools located on 63 reservations in 23 states across the nation. Of the 184 schools 61 are Bureau operated and 123 are tribally controlled. One-hundred and seventeen schools provide instructional programs, 55 provide instructional as well as boarding services and 12 peripheral dormitories provide only boarding services (these students attend the local public school). Seven schools are Off Reservation Boarding Schools (ORBS) that provide both instructional and boarding facilities to students from many different states. The OIEP is not a school system organized into districts as are the majority of the states, the 184 Bureau funded schools are organized under 22 Education Line Offices or Agencies. The smallest agency has two schools providing academic services and one boarding facility where the students receive their academic services in a public school. The largest agency serves 17 schools, 10 of which also provide boarding service. In this document where the unit is identified as a school *district* OIEP will identify the unit as an *agency*. This difference is greater than just terminology in that the Education Line Officers do not have the same line authority over the LEA/schools in their agency as do district superintendents in the public school system.

The definition of Adequate Yearly Progress (AYP) that all Bureau funded schools will follow is that of the state in which the school is located (25 CFR 30.104). This has been an important factor in the development of the State Performance Plan (SPP) due to the fact that there are significant variances between states in expectations for many indicators such as graduation rates, achievement cut scores, attendance and others. With the need to align targets with AYP targets and the need to use common standards and measures wherever possible the SPP targets are often written in a format that allows adjustment for the expectations of the state in which the school is located.

The development of the SPP has gone through several stages all designed around the need to look at where the OIEP is now (baseline information), where OIEP wishes to be relative to services for students with disabilities in six years (targets) and what actions are needed or proposed to assist the OIEP to reach the identified targets. The process began with an integrated team (special education as well as Title programs) attending the Office of Special Education Programs (OSEP) summer 2005 activity which was designed to give states guidance for the development of the state SPP. The following activities then ensued:

- June 2005 – A National OIEP Parent Meeting was held. During this meeting parent input regarding the impact of their participation in their child's special education process was gathered via a draft survey.
- August 2005 – National meeting with Education Line Officers (ELO), Special Education Coordinators (SEC) and Field Education Specialists (FES) from each of the OIEP Agencies across the nation was held. The template for the SPP was reviewed and all indicators were reviewed. The plan for stakeholder input was discussed and beginning input for the process was obtained.



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Bureau of Indian Affairs
State

- September 2005 – Baseline data was gathered and a skeleton draft of the SPP was developed. Several sessions were held at the Center for School Improvement (CSI) to allow for discussion and guidance from the state level staff. This included special education staff as well as other school-wide staff. Each indicator was reviewed, comments were taken and later incorporated as appropriate and the draft document was revised into a second level draft.
- October 2005 – The second level SPP draft was posted on the OIEP web site (www.oiep.bia.edu). Agencies were notified of the posting and were advised to inform their schools about the access; schools in turn were to inform their parents. On the web-site an automatic return e-mail process was made available for the submission of comments.
- October 2005 – A schedule of three regional input work sessions was disseminated informing schools and agencies of the location, date and time for three sessions regarding stakeholder input to be held. The first session was held in Albuquerque, NM with 48 persons attending. Included in the attendees were teachers, administrators, agency staff and parents. Mountain Plains Regional Resource Center staff assisted in the process. The requirements of the SPP were reviewed, the indicators were explained and the draft was made available to every attendee. Workgroups offered suggestions for additions or changes for the SPP draft. Each workgroup had a computer copy of the SPP and entered suggestions for editions directly on the document.
- November 2005 – Notification of the November sessions above, along with draft copies of the SPP were forwarded to tribes served by the OIEP educational system. They were also notified of the web-site where comments could be made.
- November 2005 – The second and third stakeholder input sessions were held, one in Minneapolis and one in Phoenix. The same format was followed. At each session the web site was again announced and participants were encouraged to make comments themselves and to inform others in their respective communities about the opportunity. (Minneapolis – 67 varied participants; Phoenix – 35 varied participants)
- November 2005 – The BIA Special Education Advisory Board held a meeting. One full day of the meeting was devoted to a review of the SPP expectations, of OIEP baseline data and of the projected targets. All sections of the document were covered and the Board, as a combined group, discussed suggested changes. Advisory Board members were encouraged to access the web-site to make additional comments. Fifteen Advisory Board participants represented parents, teachers, school administrators, institutions of higher education and other tribal leaders.

After the above process all comments were reviewed and applied as appropriate. The final draft was reviewed by the CSI staff. The document was then forwarded to the Director, OIEP. After approval at all levels this document is now being forwarded to OSEP for final approval.

Once the SPP has been approved by OSEP the plan will be disseminated as widely as possible to the stakeholders for the OIEP educational system. The plan for dissemination includes the following:

- Final copies of the SPP will be made available to each Agency office for their staff. The agencies will distribute the document to schools.



SPP Template – Part B (3)

Bureau of Indian Affairs
State

- Schools will be asked to disseminate the SPP to parents and other community members in a manner deemed to be most appropriate for that school and community.
- Each involved tribal entity will receive a final copy of the SPP for distribution to their respective communities.
- Each member of the Advisory Board and each staff member at the central office level of OIEP will receive a copy of the final document.
- The approved SPP will be reviewed at the next national gathering of Education Line Officers, Special Education Coordinators, and Field Education Specialists.
- A final copy will be posted on the OIEP web-site. (www.oiep.bia.edu).



SPP Template – Part B (3)

Bureau of Indian Affairs
State

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: **FAPE in the LRE**

Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in OIEP schools graduating with a regular diploma.

(20 U.S.C. 1416 (a) (3) (A))

Measurement:

Data Source: All Bureau funded schools with secondary students in their program are required to report graduation rates in their Annual Report, due August of each year.

Measurement: Because the OIEP funds schools located in 23 different states schools must follow the calculations of graduation rate of the state in which the schools are located (25 CFR 30.104). Graduation rate calculations of each of the 23 states, which have been taken from the respective Accountability Workbooks, may be found in Appendix A.

Because each state may have a different end-goal for graduation rate, or a minimum requirement for growth, the OIEP will not cite a specific goal, rather schools will be expected to reduce the gap between their 2004-2006 rate and the state end-goal by one-sixty (1/6) .

Overview of Issue/Description of System or Process:

For SY 2005-2006 schools will be required to report the graduation rate determined after applying the state definition. This self-reported data will be included on the Annual Report which is due to the Center for School Improvement (CSI) no later than August of each year. Beginning with SY 2006-2007 the number of graduates will be available via the web based student information system, Native American Student Information System (NASIS). If a state uses a four year cohort concept the number of ninth graders will be in the system as of SY 2006-2007. For prior years the schools will need to provide numbers and tracking. Beginning in year SY 2006-2007 all drop-outs, transfers in, transfers out, and/or other exits will be tracked for all students 14 or older.

When individual school graduation rates are received at CSI they will be summarized by groups of like definitions containing the same basic data elements applied in the same manner. Example: Schools that follow a state graduation rate calculated with a four year cohort that considers drop-outs, transfers out and/or transfers in will be grouped, and so forth.

All measures will be reported for the All group, the Limited English Proficient sub-group, and the students with disabilities (SWD) sub-group.

As states move to a uniform standard for graduation rate using a four year calculation so will any Bureau funded school(s) located in that state.



SPP Template – Part B (3)

Bureau of Indian Affairs
State

Baseline Data for FFY 2004 (2004-2005):

General Education 56.61%
Limited English Proficient 62.59%
Students with Disabilities 53.98%

The national graduation rate for American Indian students is reported as between 51% and 54%. The Manhattan Institute has published an *Education Working Paper* (September 2003) that references the fact that rates vary by regions of the country (p19). They indicate that in the Northwest region the graduation rate for American Indians is as much as 40% below that of white students. (p30). National data for American Indian students with disabilities was not found.

The following table shows the graduation rates by state. This is provided for better understanding of the format of the Targets. The numbers shown are the average graduation rate of the school(s) in the identified state. If averaged, the result is not equivalent to the average reported above due to varying numbers of schools in each state and varied numbers of students in each school.

Table 1 Average Reported Graduation Rates of OIEP High Schools by State

State	# High Schools	Graduation Rate		State NCLB Target ¹
		General Education	Students with Disabilities	
Arizona	8	61%	61%	71%
California	1	18%	7%	82.2%
Florida	2	75%	75%	xx
Idaho	1	59%	50%	90%
Kansas	1	50%	NA	75%
Michigan	1	60%	100%	80%
Minnesota	3	71%	50%	80%
Mississippi	1	96%	NA	"growth indicator"
Montana	1	95%	95%	80%
Nevada	1	70%	100%	50%
New Mexico	8	55%	42%	90%
North Carolina	1	66%	53%	90%
North Dakota	4	69%	59%	89.9%
Oklahoma	2	73%	84%	1.5SD below the state mean
Oregon	1	100%	62%	... the inverse of the dropout rate standard...
South Dakota	12	57%	62%	80%
Utah	1	94%	83%	Because Utah cannot ... determine graduation rate for all subgroups, a proxy additional indicator (...) AYP for 2003-2006. This proxy will be attendance (93%)
Washington	5	63%	76%	66% increase to 85%
Wisconsin	2	84%	80%	90% of statewide average (90.9%)
Wyoming	1	77%	100%	xx
Iowa	No high school			
Louisiana	No high school			
Maine	No high school			

¹Many of the states also allow a growth or improvement factor.
xx – number to be obtained.



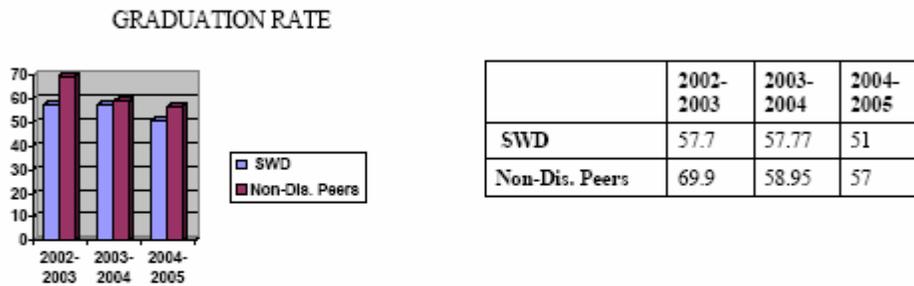
SPP Template – Part B (3)

Bureau of Indian Affairs
State

Discussion of Baseline Data:

The base-line graduation reported by OIEP for 2004-2005 reflects a system summary percent of students graduating, both general education and students with disabilities (SWD). Graduation rates for both SWD and general education have declined over a three year period of time. As schools have moved to reporting based on the criteria of the state in which they are located, as required by 25 CFR 30.104, more schools each year have followed a more restrictive criteria for graduate rate determination. Beginning in SY 2005-2006 all schools will follow the criteria of the state in which the school is located. It is anticipated as OIEP schools move to consistently following the definition of graduation rate used by the state, and as states move to the four year cohort calculation the declining trend shown will continue.

Figure 1: Three Year Trend: Graduation Rates (2002-2003 to 2004-2005)



Because the graduation rate is a Government Performance and Results Act (GPRA) reporting requirement for OIEP we will continue to generate a system summary. The current definition is a comparison of beginning year to end of year, 12th grade. The goal is that 80% of the OIEP high schools have a 78% graduation rate. This is currently being reviewed to consider reflecting a ninth to twelfth grade cohort. We will collect data from schools, beginning with SY 2005-2006, based on the GPRA definition and the state definition. The targets listed are based on the state criteria. Expectations under GPRA will be developed after the first year the revised formula is implemented.

Because high schools in the OIEP system will follow the criteria of the state in which they are located the Targets listed below will vary by state. It is believed that to set another Target may cause confusion at the school level.

Targets:

Explanation: Each school would need to show growth toward the graduation rate of the state in which they are located. In New Mexico the average rate (for OIEP schools) is 42% and the New Mexico expectancy is 90%. The difference is 48% which would require a growth of 8 percentage points each year (1/6th of the gap). The example is for the average graduate rate reported in the state. In actuality each school would have a unique gap and a unique desired gain.



SPP Template – Part B (3)

Bureau of Indian Affairs
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FFY	Measurable and Rigorous Target
2005 (2005-2006)	Increased graduation rate of 1/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 1/8 th .
2006 (2006-2007)	Increased graduation rate of 2/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 2/8 th .
2007 (2007-2008)	Increased graduation rate of 3/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 3/8 th .
2008 (2008-2009)	Increased graduation rate of 4/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 4/8 th .
2009 (2009-2010)	Increased graduation rate of 5/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 5/8 th .
2010 (2010-2011)	Increased graduation rate of 6/8 th of the gap between baseline rate and the end-goal of the state. Will be reported as the number of schools who reduced the gap between baseline and final goal by 6/8 th .

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide guidance to all schools regarding each state's graduation rate calculations and data points.	March 2006.	1. Use calculations of graduation rates as found in the state(s) Accountability Workbook(s)
2. Ensure that the Transition Plan addresses unique challenges for meeting graduation requirements.	Annually - SY 2005-2006 Continuous to SY 2010-2011	Transition Specialist Multidisciplinary Team IEP Team Community Resources Offer Independent Study Classes



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3. Develop and disseminate a survey for high school students regarding what keeps them in school.	Spring 2007	Contracted Service
4. Disseminate information regarding successful high school models being used with minority students, American Indian preferably.	Fall 2007	MPPRC CSI Institutions of Higher Education
5. When students come from another state evaluate past academic knowledge to determine if it aligns with state standards.	Fall 2006 – Spring 2011 Continuous	Agency Staff Transitions Specialist Counselors
6. Establish collaboration between feeder schools and high schools, (OIEP Schools).	Fall 2006-2007	Tribal Work Force, ICWA Work Enforcement Act(WIA)
7. Establish collaboration between feeder schools and high schools, (State public schools).	SY 2007-2008	Receiving/Sending Schools State Departments of Education
8. Based on data from activity #3. incorporate strategies as indicated.	SY 2008-2009	Agency Staff School Level Staff
9. Review activities and revise or determine new activities based on current data.	Fall 2008	CSI Research Staff Field Staff

See Appendix A for state graduation rate calculations.



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Bureau of Indian Affairs
State

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the OIEP schools dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement

Data Source

All Bureau funded schools are required to report drop-out rates on their Annual Report, due August of each year. Students with disability data is gathered via Table 4 (618 data).

Measurement:

Measurement for youth with IEPs will be the same measurement as for all youth. Calculation is as follows:

Definition: A student in grades 9-12 who (a) was enrolled in the school at sometime during the current school year and is not present at the end of the school year; but, (b) has not graduated or completed a program of studies by the maximum age established by the State; (c) has not transferred to another Bureau funded, public, non-public or State approved educational program; and (d) has not left school because of death, illness, or school-approved absence, or (e) if enrolled the preceding school year was not enrolled at the beginning of the succeeding school year and fits the criteria defined in (b, c, and d); (based on the NCES definition). This will be reported for grades 9-12. • Count the total number of students enrolled anytime during the school year, grades 9-12. Subtract the number of students who are remaining in school at the end of the school year, including the graduating seniors. • From the remainder subtract the number of students who left and you know enrolled at another educational facility (c above) or met criteria (d or e above). • The remainder is the number of drop-outs. This must be calculated for all students, grades 9-12th including Special Education Students and LEP students. Special Education and LEP students grades 9-12th are each to be disaggregated and are reported separately.

Calculation

- (a) Includes any student in grades 9-12 who was enrolled at some time between end of year 1 and end of year 2. (Total)
- (b) A student who was enrolled (a) and who is not present at the end of that school year but has graduated, completed a program of studies by the maximum age established by the State; has transferred to another Bureau funded, public, non-public or State approved educational program; or, has left school because of death, illness, or school-approved absence.
- (c) Number of students present at the end of year 2.

Formula for number of drop-outs:

(a-b)-c = number of dropouts

Formula for drop-out rate:

number of drop-outs / (a - b)

Overview of Issue/Description of System or Process:

The OIEP has the same responsibility as do public schools to take positive actions to address the student drop-out problem. It is different in that American Indian students have a choice between attending an OIEP school or a public school. Movement between the OIEP and the local public school is often frequent and not always well tracked. There are also six Off Reservation Boarding Schools (ORBS) run by OIEP that are located throughout the nation and have students enrolled that come from home communities in other states. When these students do not return after a school



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vacation it is often very hard to contact the family or local schools to determine if a student has enrolled elsewhere. The NASIS system will allow the tracking of students who leave one OIEP school and attend another, however, it will not provide for the tracking of students who leave and enter a public school.

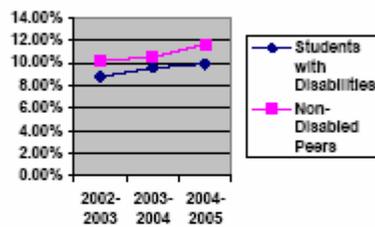
Baseline Data for FFY 2004 (2004-2005):

Bureau wide summary

All students	11.82%
Students with Disabilities	9.89%

Figure 2: Three Year Trend

Dropout Rates (2002-2003 / 2003-2004)



DROP OUTS	2002-2003	2003-2004	2004-2005
Students with Disabilities	8.74%	9.54%	9.89%
Non-Disabled Peers	10.18%	10.51%	11.62%

Discussion of Baseline Data:

The drop-out rate for all students in Bureau funded schools has shown a 2.5% increase between SY 2002-2003 and 2004-2005. (Figure 2) The most recent data available from the Department of Commerce, Census Bureau, October, Current Population Survey provides drop-out data by ethnicity for American Indian students (all students, disabled not available) for the years 1990 to 2003. The reported national 2003 drop-out rate for American Indian students is higher than all subgroups except Hispanics. The OIEP rates are lower than the 2003 national rates for Hispanics (23.5%), the national rates for American Indians (15.0%) and the national rates for Blacks (10.9%).

As with graduation rates the OIEP must report drop-outs rates under GPRA. For this indicator the GPRA indicator for Bureau funded schools is listed. Drop-outs is not an AYP determination factor in states in which OIEP schools are located so it was determined that the GPRA goal would be the more appropriate indicator. It is felt that this target is rigorous in the expectation that the drop-out rate will be maintained at a rate that is closer to the national (2003) figure of 9.9% for all students. It is also a rigorous target when the national drop-out rate for American Indian students is taken into consideration.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	80% of OIEP operated High Schools will have a drop-out rate of 10% or less.



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2006 (2006-2007)	81% of OIEP operated High Schools will have a drop-out rate of 10% or less.
2007 (2007-2008)	82% of OIEP operated High Schools will have a drop-out rate of 10% or less.
2008 (2008-2009)	83% of OIEP operated High Schools will have a drop-out rate of 10% or less.
2009 (2009-2010)	84% of OIEP operated High Schools will have a drop-out rate of 10% or less.
2010 (2010-2011)	85% of OIEP operated High Schools will have a drop-out rate of 10% or less.

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. The transition plan addresses unique challenges for graduation. Make graduation an attainable goal for students to counter-act the desire to quit school.	Annually Ongoing	Transition Specialist Multidisciplinary Team IEP Team Community Resources Offer Independent Study Classes
2. Provide programming options for dropouts which will allow non-traditional acquisition of credits required for graduation. Alternatives must provide equal rigor and knowledge content as traditional classes.	Fall 2006 Ongoing	Alternative education program Home School Liaison Community Resources Twilight Program
3. Provide Positive Behavior Supports that will address behaviors that interfere with classroom learning.	Fall 2006 Ongoing	Training University of Oregon School wide training in Positive Behavior Supports and Teams NASIS/SWISS
4. Explore and disseminate indigenous learning approaches that may be supportive of academic achievement.	SY 2006-2007	Institutions of Higher Education Schools Sharing with Schools



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5. Do a study of OIEP schools that have a higher rate of completion to determine replicable practices.	SY 2005-2006 and on-going	External Contract
6. Do more training with parents of high school students or students transitioning into high school relative to high school completion (early intervention) so they can be meaningful involved in IEP process.	SY 2006-2007 and continue until SY 2010-2011	Parents School Personnel Parent Support Centers Funds from Director, OIEP
7. Train parents/student to advocate for themselves. Provide the opportunity for involvement.	As above (#6)	Parents School Personnel Parent Support Centers National Center on Secondary Education and Transition (NCSET) materials
8. Incorporate Self Advocacy skills into the curriculum. Provide schools with information and resources. (student)	SY 2008	Parents School Personnel National Center on Secondary Education and Transition (NCSET) materials Institutions of Higher Learning
9. Development of a plan that addresses the early identification of potential dropouts.	Fall 2007	Mid-school – High school Collaboration Implement CSR



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Bureau of Indian Affairs
State

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of schools (OIEP does not have districts) meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = # of schools meeting the AYP objectives for progress for the disability subgroup (children with IEPs) of the State in which the school is located divided by the total # of OIEP schools in that State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a, but not included in b, c, d, or e above.

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Source: OIEP Annual Report Card



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Overview of Issue/Description of System or Process: Between SY 2001-2002 and SY 2004-2005 Bureau funded schools had a choice of the use of the OIEP definition of AYP or the definition of the state in which the school is located for the determination of AYP. Schools also had a choice of assessments to use. Beginning with SY 2005-2006 all Bureau funded schools are required to use both the assessment system of the state in which the school is located as well as the State's criteria for AYP determination. (25 CFR 30.104) As a result OIEP will track schools by state rather than by total. The percent will add to 100% for any given state but in one state that might be one school and in another it might be as many as 50⁺ schools. OIEP will also report percent of all Bureau funded schools that met AYP for students with disabilities per the criteria of the state in which they are located however, it is important to realize that the rigor of one assessment as compared to others varies so care must be taken in the interpretation and/or comparison between schools in different states.

OIEP is currently in negotiations with States to allow access to state assessments. It is proposed that assessment data will be entered directly into the NASIS system for better validation of assessment results and reporting. In some states the appropriate state office will process the data of the schools and notify OIEP if the Bureau funded schools located in their state would have made AYP if they were a state school. Where this process is available the OIEP will be able to assure better validity in the data reported and greater assurance that the AYP determinations are accurate. The determination of AYP and any resultant status remains the ultimate responsibility of OIEP rather than the state.

State guidelines for assessments, including but not limited to guidelines for accommodations, alternate assessment participation, and types of alternate assessments will be followed. Schools will be required to attend, as do state schools, all assessment trainings and to follow all procedural guidelines.

Baseline Data for FFY 2004 (2004-2005):

A. Percent of schools making AYP for the disability subgroup SY 2004-2005

Of the 175 schools for whom AYP has been determined (does not include dormitory only programs) for SY 2004-2005 forty-nine (28%) have made AYP. Only 3 (1.7%) have made AYP for the disability subgroup. Of the other 48 schools who made AYP overall the disabilities subgroup did not meet the minimum "n" for AYP calculation. Approximately 9% of schools meet the minimum "n" for AYP calculations in the area of special education. Because 25 CFR 30.104 requires that the criteria of the states in which the school is located be used for AYP determination OIEP can not change the required "n", nor make other provisions for judging whether AYP has been met. Rolling averages and or "Safe Harbor" will be applied as allowed by the state accountability plans. Summary information reflecting the percent of SWD who have achieved at the proficient or advanced level, regardless of the measure used, is show in Section B and C, below.

B. And C.

The following Charts have been taken from the OIEP Annual Report Card. This is summary reporting of participation rates and percent of students scoring at the basic, proficient and advanced levels on twenty-three state assessments. The summation of data is based on the understanding that the measure is the percent of students whose score falls within the identified ranges, as defined by the measure used, and is not a student score comparison between assessments. It is a comparison of percents of students who have displayed an academic characteristic.



SPP Template – Part B (3)

Bureau of Indian Affairs
State

Language Arts

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	16288	93.21%	52.81%	43.84%	3.35%	47.19%
Males	8293	92.99%	60.11%	37.40%	2.49%	39.89%
Females	7995	93.43%	45.26%	50.50%	4.24%	54.74%
Race and Ethnicity						
Native American	16288	93.21%	52.81%	43.84%	3.35%	47.19%
Other Groups						
IEP	3265	91.91%	79.31%	19.46%	1.23%	20.69%
Limited English Proficient	8481	95.77%	58.50%	39.08%	2.43%	41.50%

Note: Participation rates as listed on these academic indicators is inaccurate due to the fact that not all states report on the same grades or even the same area (Language Arts and/or Reading). The program calculates participation rate against students with IEPs in grades tested but does not differentiate between grades tested for reading and not language arts and/or math, and so forth. It is anticipated this problem will be corrected by the end of the 2005-2008 school year.

Reading

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	24370	97.24%	61.67%	35.19%	3.14%	38.33%
Males	12292	96.84%	66.28%	30.92%	2.80%	33.72%
Females	12078	97.65%	57.01%	39.49%	3.49%	42.99%
Race and Ethnicity						
Native American	24370	97.24%	61.67%	35.19%	3.14%	38.33%
Other Groups						
IEP	4761	94.03%	85.19%	13.71%	1.09%	14.81%
Limited English Proficient	12740	97.27%	71.65%	26.74%	1.61%	28.35%



SPP Template – Part B (3)

Bureau of Indian Affairs
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Mathematics

	Number of Students	Participation Rate	Math			Proficient + Advanced %
			Basic %	Proficient %	Advanced %	
All Students	24815	96.17%	65.29%	30.74%	3.96%	34.71%
Males	12457	96.07%	66.42%	29.78%	3.80%	33.58%
Females	12358	96.28%	64.16%	31.71%	4.13%	35.84%
Race and Ethnicity						
Native American	24815	96.17%	65.29%	30.74%	3.96%	34.71%
Other Groups						
IEP	4826	93.06%	82.16%	16.59%	1.25%	17.84%
Limited English Proficient	12944	95.60%	72.63%	24.63%	2.74%	27.37%

Discussion of Baseline Data:

Baseline data for school year (SY) 2004-2005 must be interpreted with care due to several confounding factors.

- For SY 2004-2005 approximately 25% of Bureau funded schools chose to use the interim OIEP AYP determination. Amongst these schools different Criteria Referenced Tests (CRT), as well as Norm Referenced Tests (NRT) were used.
- Different levels of rigor are found between assessments in different states.
- The "cut" scores for defining basic, proficient and advanced vary between measurements.
- The minimum "n" required for statistical reliability varies between states and the OIEP has many schools in which the "n" for the SWD subgroup does not reach the required "n".
- Schools that chose OIEP AYP definition or who had not used the state AYP definition for two years did not have access to "safe harbor". In some states changes in the assessments meant that the state could not calculate a safe harbor for that year.
- Not all States use confidence bands. Some states have not included confidence band information in their Accountability Workbooks even though they use confidence bands in their calculations.

For SY 2005-2006 all schools will be required to use both the assessments and the AYP definitions of the state in which the school is located. At that time OIEP will have data available by state for all schools. Comparisons within states will then be possible. It will also be possible to track the percent of students who are proficient or advanced based on the state assessment system used.

A. Adequate Yearly Progress Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Of the schools with sufficient "n" for calculation one more school than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.



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2006 (2006-2007)	Of the schools with sufficient "n" for calculation 2 more school than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.
2007 (2007-2008)	Of the schools with sufficient "n" for calculation 4 more school than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.
2008 (2008-2009)	Of the schools with sufficient "n" for calculation 8 more schools than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.
2009 (2009-2010)	Of the schools with sufficient "n" for calculation 8 more schools than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.
2010 (2010-2011)	Of the schools with sufficient "n" for calculation 10 more school than baseline (3 schools) will achieve AYP for the students with disabilities subgroup.

NOTE: The numbers seem small but there were only 20 schools with sufficient "n" for students with a disability for calculation.

B. Participation Rate Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	95%
2006 (2006-2007)	95%
2007 (2007-2008)	95.5%
2008 (2008-2009)	95.5%
2009 (2009-2010)	96%
2010 (2010-2011)	96%

NOTE: The participation rate is not based on that reported on the report card. Please reference explanation in that section



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C. Proficiency Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The AYP trajectory as found in each state's Accountability Workbook will be applied to SWD attending OIEP schools located in that state. Safe Harbor will be applied whenever possible.
2006 (2006-2007)	The expected improvement in achievement will vary by the defined trajectory of each state.
2007 (2007-2008)	See above
2008 (2008-2009)	See above
2009 (2009-2010)	See above
2010 (2010-2011)	See above

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Agency Staff will train (or provide information to schools so they may participate in state training) appropriate school level staff on all usage and accommodation guidelines.	Fall - 2005-2006 to 2010	State Guidelines and Trainings
2. An assessment MOU will be in place with each state where an OIEP school is located.	Spring 2006	State Education Personnel Education Line Officers
3. Survey schools to determine who is and who isn't using a scientifically based model for basic instruction in reading or language arts and Math. If not in compliance, not using program correctly or program isn't working give guidance to adopt appropriate programs.	Begin: October 2006 Include in school-wide monitoring until 2011.	Institutions of Higher Education CSI Staff



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<p>3. Curriculum needs to be aligned with state academic and functional content standards. This includes curriculum for those students taking alternate assessments against alternate standards.</p>	<p>Fall 2006</p>	<p>State Department of Education Web Sites</p> <p>State Regional Training Sessions</p> <p>School Improvement Teams</p> <p>Institutions of Higher Learning (Colleges & University resources)</p>
<p>4. IEP goals need to be aligned to the state academic and functional content standards.</p>	<p>Fall 2006 and annually until 2011</p>	<p>Multidisciplinary Team</p> <p>State Department of Education</p> <p>State Content Standards.</p>
<p>5. Parents/students will be made aware of the assessment process and all activities associated with it.</p>	<p>Beginning Fall 2006-07</p>	<p>School Level Personnel</p> <p>Parent Support Centers</p>
<p>6. Develop a community of practice, web-based to communicate best practices for OIEP with each other.</p>	<p>Spring-2007</p>	<p>IT Department</p> <p>Field Practitioners</p>
<p>7. Streamline the process of security clearance to allow volunteers to work in the schools.</p>	<p>Spring 2007</p>	<p>Security</p>



SPP Template – Part B (3)

Bureau of Indian Affairs
State

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of agencies (OIEP does not have districts) identified by OIEP as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of agencies identified by OIEP as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of agencies identified by the OIEP as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of agencies in the OIEP times 100.
- B. Percent = # of agencies identified by the OIEP as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of agencies in the State times 100.

Include State's definition of "significant discrepancy."

Source: 618 data (Table 5), School Annual Reports

Overview of Issue/Description of System or Process:

The suspension and expulsion information is collected from schools at the agency level. Therefore the analysis of discrepancies in the rates of suspensions and expulsions is between agencies rather than districts. Numbers from Table 5 will be converted to a percentage of the total special education population. This will be required to make comparisons of variance between agencies due to the significant difference in the number of special education students within each agency. The agency with the smallest population of SWD averages less than 100 SWD. The largest agencies average approximately 800 SWD. Another factor that must be considered is the fact that all agencies do not include a high school and some agencies have a majority of schools serving a high school population. This is an important variable that will be considered.

"Suspensions greater than ten days" are currently reported by a "hand" count submitted by the agencies. Tracking of discipline and resultant consequences has been incorporated into the NASIS system and it is projected this information will be readily available for all students at the conclusion of SY 2006-2007.

Baseline Data for FFY 2004 (2004-2005):

OIEP does not currently collect suspension and expulsion data for general education students in a comparable manner to data collected via Table 5 for students SWD. A survey was distributed to schools requesting information regarding suspensions and expulsions for general education students. Forty-five schools responded with numbers of incidents based on grade and reason for the action. At this time the data can not be disaggregated by agency.



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The data reported to Education for general education suspensions and expulsions was provided as seen in Table 2.

Table 2: Numbers of Suspensions and Expulsions by Reason (SY 2004-2005)

SUSPENSIONS ¹				
Grades	Physical Fighting	Weapons	Alcohol	Illicit Drugs
1-6	139 ²	12	6	44
7-8	129	12	18	42
9-12	113	11	82	111
EXPULSIONS				
Grades	Physical Fighting	Weapons	Alcohol	Illicit Drugs
1-6	5	1	0	5
7-8	5	3	0	3
9-12	16	10	15	27

¹45 schools responded to the survey. Data was not collected in such a manner so as to allow disaggregation by agency or school.

²Numbers reflect individual incidences.

The following is a summary of the data provided in Table 3 (p. 22). The Agencies with the highest numbers of suspensions and expulsions are provided in **A**. The agencies with the highest rates of suspensions greater than ten days are provided in **B**. In interpreting the data provided it must be considered that Rosebud, the agency with the highest percents in both categories is also one of the smallest agencies relative to numbers of SWD as well as general population numbers.

A. Total – Highest

Suspensions/Expulsions	
Rosebud	15.57%
Minneapolis	3.67%
OIEP Average	1.91%

B. Total >10 Days

> Ten Days	
Rosebud	5.74%
Papago/Pima	3.38%
SPA	2.11%
Ft. Defiance	1.89%
OIEP Average	.89%

A significant discrepancy is defined as having a rate two or more times the OIEP average



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Table 3: Suspensions and Expulsion Data for SWD 2004-2005

# SWD ²	Agency	Suspensions Expulsions	% of total	Single or Multiple >10 Days	% of total
73	Billings	0	0.00%	0	0.00%
331	Cheyenne River	2	0.60%	0	0.00%
312	Central Navajo (Chinle)	0	0.00%	0	0.00%
233	Cr Crk/L Br	4	1.72%	2	0.86%
758	Eastern Navajo	0	0.00%	0	0.00%
139	Fort Apache	3	2.18%	0	0.00%
167	Fort Defiance	4	2.40%	3	1.80%
277	Hopi	1	0.38%	1	0.38%
723	Minneapolis	28	3.87%	5	0.69%
181	Northern Pueblo	0	0.00%	0	0.00%
188	Oklahoma	6	3.18%	3	1.60%
325	Papago/Pima	11	3.38%	11	3.38%
483	Pine Ridge	0	0.00%	0	0.00%
546	Portland	14	2.58%	8	1.10%
122	Rosebud	19	15.57%	7	5.74%
111	Sacramento	0	0.00%	0	0.00%
298	N. Navajo (Shiprk)	5	1.68%	5	1.68%
828	South and Eastern	0	0.00%	0	0.00%
475	Southern Pueblos	12	2.53%	10	2.11%
318	Standing Rock	0	0.00%	0	0.00%
573	Turtle Mountain	11	1.92%	2	0.35%
537	Western Navajo	0	0.00%	0	0.00%
7998			1.91%		0.89%

Discussion of Baseline Data:

9% of the agencies (2 of 22) have been identified as having a significant discrepancy as compared to other OIEP Agencies in the percent of students in the disabilities subgroup who have been suspended or expelled. One agency reports greater than eight times the OIEP average for all suspensions and expulsions.

18% of the agencies (4 of 22) have been identified as having a significant discrepancy as compared to other OIEP Agencies in the percent of students in the disabilities subgroup who have been suspended or expelled for greater than ten days. The rates for suspensions greater than ten days include one agency whose rate was six and one-half times the OIEP average.



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Bureau of Indian Affairs
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While the agencies identified above have suspensions and expulsions rates two times or more above the OIEP average, the overall OIEP rate for these factors is low. The small numbers must also be considered when identifying differences as significant. In the monitoring process only one there was only one citation for 34 CFR 300.148. The data presented supports the conclusion that OIEP is adequately addressing this area.

In a recent NCES report 38% of American Indian students between grades 7th to 12th have been suspended at some time. In comparison Blacks were reported at 35%, Hispanics at 20%, Whites at 15% and Asians at 13%. The indicator here is based on a single year while the NCES report was over a multiple year period, however, when extrapolated the overall numbers for the OIEP are low.

A. Rates of Suspension and Expulsion Targets

FFY	Measurable and Rigorous Target
2005 (2005-2006)	No agency will report suspensions and expulsion rates greater than five times the OIEP average.
2006 (2006-2007)	No agency will report suspensions and expulsion rates greater than four times the OIEP average.
2007 (2007-2008)	No agency will report suspensions and expulsion rates greater than three times the OIEP average.
2008 (2008-2009)	No agency will report suspensions and expulsion rates greater than two times the OIEP average.
2009 (2009-2010)	No agency will report suspensions and expulsion rates greater than two times the OIEP average.
2010 (2010-2011)	No agency will report suspensions and expulsion rates greater than two times the OIEP average.

B. Targets (Above by ethnicity) – Non applicable to OIEP

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Program the Annual Report from the schools to adequately collect suspension and expulsion data for all students.	Spring 2006	Information Technologies Staff Education Research Analyst
2. Analyze data for patterns.	Summer 2006	Education Research Analysts



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3. Provide Agencies with information and/or training on positive behavioral interventions.	Summer SY 2005-2006	1. OIEP Safe and Drug Free Schools program
4. Implement school level training on positive behavior intervention programs including procedural safeguards school wide.	Fall SY2006-2007	Higher Institution of Learning Title IV Coordinator 21 st Century Grants MPRRC Red House Program
5. Identify and train school level data entry personnel to have consistency in reporting information.	December 2005	School Wide Programs IDEIA P.L. 108-446 Administrators
6. Implement a system-wide student information system that will allow better tracking of suspensions and expulsions.	SY 2006-2007	Prime contractor NASIS support team Schools SWIS
7. Ensure each school develops and implements suspension and expulsion policies to be followed for all students, including those with disabilities.	Fall 2006	IDEIA Regulations Agency Special Education Coordinators Student/Parent Handbook
8. No less than yearly training for parents and their role relative to student behavior.	Fall 2006 - annually	Education Specialists CSRP Process Safe and Drug Free Parent Liaison
9. Yearly survey parents regarding what would be better training for parents regarding discipline and parent support of positive behaviors.	Yearly 2005-2006 to 2010-2011	School Level Personnel Contract for printing, scoring and collating results.



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Source: 618 data – Table 3.

Overview of Issue/Description of System or Process:

Data for environment is currently collected via the environment codes as defined by OSEP being listed on the Indian Student Equalization Program (ISEP). This data is verified by the Special Education Coordinators at each Agency. Reports on all ISEP students are generated from ISEP.

Refer to Indicator 20 for a more in-depth description of the process.

Baseline Data for FFY 2004 (2004-2005):

The baseline data reflects the percentage of students served in each of the environment categories as calculated from the actual count and description of placements as reported on the October 29, 2004, Table 5 submission. The separate facilities and homebound/hospital categories are combined due to the very small numbers.

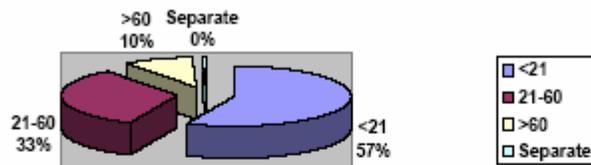


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Figure 3 SY 2004-2005 Placement by Environment

Placement	<21 (A)	21-60	>60 (B)	Separate (C)
	56.64%	32.96%	9.95%	.45%



Discussion of Baseline Data:

As a system OIEP has a high percentage of students (56.64%) served outside the general education classroom less than 21% of the school week. The above data shows that a majority of students receive services with their non-disabled peers. The fall 2004 data is consistent with data from the 2003 fall count, when compared to other states, OIEP was three percentage points higher than the national average. (OIEP 62%; National Average 59%, [US DOE, OSEP, Data Analysis System](#))

When looking at the very small numbers reflected as being placed in the most restrictive environments note that placement of students in such facilities is slightly different than most states. When a OIEP student is in need of a separate facility placement there is close coordination with the states and a student may be placed in a state-run facility and transfer to the state reporting, i.e., a child is enrolled in the state facility for the deaf.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.
2006 (2006-2007)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.
2007 (2007-2008)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.



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2008 (2008-2009)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.
2009 (2009-2010)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.
2010 (2010-2011)	Show at least a 1% growth in the numbers of students receiving appropriate special education services outside the general education <20 % of the time.

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide guidance to schools relative to what constitutes specialized education services within the general education classroom.	SY 2005-2006	MPRRC Agency Staff
2. Provide support and training aimed at an increase in team teaching and collaboration between general and special education teachers.	Fall 2006 Annually	School Improvement Team Institution of Higher Learning IDEIA P.L.108-446 Student Assistance Team Child Study Team Bldg. Level Support Team Teacher Assistance Team
3. Administrators need to allow for documented common additional planning/collaboration time. This may be a part of the Consolidated School Reform Amendment and will be expected in plans submitted by schools in School Improvement or lower status under NCLB.	Spring 2006	School Improvement Team Institution of Higher Learning IDEIA P.L.108-446 Student Assistance Team Child Study Team Bldg. Level Support Team Teacher Assistance Team



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<p>4. Involve general education teachers in the special education process including inclusion practices and planning and training.</p>	<p>Annually and on-going</p>	<p>School Improvement Team Institution of Higher Learning IDEIA P.L.108-446 Student Assistance Team Child Study Team Bldg. Level Support Team Teacher Assistance Team</p>
<p>5. Proposed flag for focused monitoring on provision of FAPE could be schools that serve 40% or more students in general education classroom for all special education services.</p>	<p>Data collection: SY 2006-2007 Decision: Summer 2007 Monitoring: 2007-2008 and on-going if needed (2010-2011)</p>	<p>Research Analysts Environment Data Monitoring Staff</p>
<p>6. Do a study with a number of volunteer schools to determine if holding joint general, special teacher conferences with parents promotes better parent involvement.</p>	<p>SY 2007-2008</p>	<p>School Administration Teachers Research Analysts</p>



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

NOTE: QIEP does not serve pre-school children (Early Childhood Part B). Five year olds in kindergarten are served in school-age programs.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with 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).

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

NOTE: QIEP does not serve pre-school children (Early Childhood Part B). Five year olds in kindergarten are served in school-age programs.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: 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.

(20 U.S.C. 1416(a)(3)(A))



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Measurement:
Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:

The OIEP will request technical assistance from the National Center for Special Education Accountability Monitoring (NCSEAM) to choose questions from their surveys that will address this indicator. A survey will be developed that can be orally interpreted into a variety of Native Languages or in "plain text" English so that parents of SWD will understand and be able to respond.

The information gathering will follow the following steps:

- With technical assistance appropriate survey questions will be identified;
- A copy will be posted on the OIEP web site;
- Copies will be distributed to all Bureau funded schools;
- Schools will be asked to use the survey with all parents of SWD;
- Schools will be asked to invite parents to participate as they come into the school, with one-on-one support as needed; and
- Parents who do not come to the school are to be contacted via a home visit or telephone contact where possible;
- The data collection period will coincide with the school year; and
- Assistance in collating and analyzing may be contracted.

Baseline Data for FFY 2004 (2004-2005):

To be collected SY 2005-2006

The OIEP has done an initial (DRAFT) survey (June 2005) with parents. The survey questions and results are provided in Appendix B.

Discussion of Baseline Data:

Baseline data will follow the more in-depth distribution of the final survey.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	First data collection year
2006 (2006-2007)	To be determined
2007 (2007-2008)	To be determined



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2008 (2008-2009)	To b determined
2009 (2009-2010)	To be determined
2010 (2010-2011)	To be determined

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Work with NCSEAM to develop, distribute and analyze parent survey. Provide results information back to the schools.	SY 2005-2006	NCSEAM
2. In addition to above outlined process Off Reservation Boarding Schools can telephone each parent of a child with a disability in their school whenever possible.	June 2006	IDEIA P.L. 108-446 Social Worker File Manager Home School Liaison
3. Include the parent survey in the CSRPA Amendment Process as a part of parental input activities.	June 2006 Succeeding Years	School Wide Programs School Administration SIT teams



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Dis-proportionality

Indicator 9: Percent of agencies with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of agencies with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Source: Indian Student Equalization Program (ISEP)

Note: The data vary from the data shown on Table 1 (618 Child Count) because the data reported here are from the student roster used for funding purposes. The Child Count includes non-ISEP eligible students (primarily students who do not qualify as American Indian for funding purposes but who may have some blood quantum American Indian and attend Bureau funded schools).

Overview of Issue/Description of System or Process:

Indicator #9 (above) is not a factor for the OIEP because the OIEP is a single ethnic group education system and therefore does not have a disproportionate placement factor based on ethnic groups. There are differences in rates of placement in special education between agencies and between schools as well as cultural factors which make identification more complex and may result in differences in rates of identification in some categories of disabilities based on geographic location across the 23 states.

Bureau funded schools use the guidelines of the state in which they are located for identification of SWD. They also more commonly contract rather than direct hire for services from diagnosticians, psychologists, Speech Language Therapists, Occupational Therapists, Physical Therapists and any other related services which are required. One large agency does hire staff directly to assist in the identification of students and to provide direct related services.

The OIEP would like to substitute an indicator that would look at the percent of identification of SWD between agencies. In looking at this set of data the relative size of each of the agencies must be considered. It may become necessary to also consider cultural or other unique factors that may have an impact on identification of SWD as well as differences between state guidelines and / or practices.



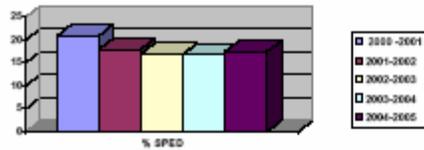
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Figure 4

Baseline Data for FFY 2004 (2004-2005):

Four Year Trend for OIEP Identification of SWD



YEAR	% SPED
2000 -2001	21
2001-2002	18
2002-2003	17
2003-2004	16.87
2004-2005	17.47

Table 4

SY 2004-2005 Agency Percent Placement of SWD as Compared to Total Number of Students

Agency	# of Students ¹	# SWD ²	% SWD ³	% of Total ⁴	% Total SWD ⁵
Billings	405	73	18.02%	0.88%	0.91%
Cheyenne River	1579	331	20.98%	3.45%	4.14%
Central Navajo (Chinle)	3014	312	10.35%	6.58%	3.90%
Crow Creek / Lower Brule	1464	233	15.92%	3.20%	2.91%
Eastern Navajo	5124	758	14.79%	11.19%	9.48%
Fort Apache	724	139	19.20%	1.58%	1.74%
Fort Defiance	1761	167	9.48%	3.85%	2.09%
Hopi	1758	277	15.76%	3.84%	3.48%
Minneapolis	2685	723	26.93%	5.87%	9.04%
Northern Navajo (Shiprock)	2028	298	14.69%	4.43%	3.73%
Northern Pueblo	1104	181	16.39%	2.41%	2.26%
Oklahoma Field Office	1124	188	16.73%	2.46%	2.35%
Papago/Pima	1775	325	18.31%	3.88%	4.08%
Pine Ridge	3213	483	15.03%	7.02%	6.04%
Portland	2291	546	23.83%	5.00%	6.83%
Rosebud	875	122	13.94%	1.91%	1.53%
Sacramento	924	111	12.01%	2.02%	1.39%
South and Eastern	3494	828	23.70%	7.63%	10.35%
Southern Pueblos	2559	475	18.58%	5.59%	5.94%
Standing Rock	1295	318	24.58%	2.83%	3.98%
Turtle Mountain	2334	573	24.55%	5.10%	7.18%
Western Navajo	4248	537	12.65%	9.28%	6.71%

45778 7998

¹Number of ISEP (Indian Student Equalization Program) eligible students enrolled in OIEP schools in each agency.

²Number of students with disabilities (SWD) identified by agency

³The percent of the total number of general education students who have been identified as being a SWD.

⁴Agency percent of total ISEP count (Fall 2004).

⁵Agency percent of total OIEP count of SWD.



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Discussion of Baseline Data:

Identification of students with disabilities has shown a gradual downward trend between SY 2001-2002 and SY 2003-2004. The SY 2004-2005 data has shown a slight increase in identification. Data will continue to be gathered to assist in the determination of whether this is a new pattern or a single year phenomenon. In either case there is a desire to have a better understanding of why the numbers remain higher than the national average. (Taken from OSEP data sources: The 2003 national placement rate for Native American students with disabilities was 11.9%)

Table 4, (p.33) indicates that there is a great deal of difference between agencies when comparing placement rates in special education. The column labeled “% SWD” shows that the agency with the lowest placement rate for SWD is Ft. Defiance at 9.48% of their students being so identified. Along with Ft. Defiance two other agencies fall greater than 25% below the OIEP total system average of 17.47% placement rate. There are also five agencies that show a placement rate greater than 25% above the OIEP average. (see Table 4).

Adequate evaluation for the determination of a disability is a difficult and complex task even when the tools used are designed in the context of the child being evaluated. When the tools and the evaluator(s) themselves come from a culture other than that of the student the task becomes even more difficult. There is always an effort to adjust and compensate in such situations, however, when there are high placements overall or by disability whether there is inappropriate identification must be considered. Important elements the OIEP considers to be factors in a proper identification of a student with a disability include the following:

- Vision, hearing and other health screenings as relevant,
- English language proficiency determination as well as home language if different from English,
- Past access to learning and current achievement status as compared to non-disabled peers,
- Specific Interventions that have been provided and results,
- An indicator of expected achievement levels (cognitive level),
- Pertinent educational, social, emotional histories,
- Processing skills,
- Cultural or community factors that impact learning or attitudes about learning,
- Knowledge and experience of evaluators with the cultural factors,
- Team data review, discussion and decision.

FFY	Measurable and Rigorous Target High Rate of Identification for SWD
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%



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2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Agency staff will give guidance in team determination of disability through review of all new placements for current year as well as 15% of current folders.	New placements – review done yearly Old folders 15% each year until all folders reviewed. SY 2005-2006 to 2010-2011	Multi-team assessment data, classroom observations, teacher in-put, parent in-put, residential observations. State policies for identification.
2. The OIEP review the data provided by the 23 states regarding the proportions of students identified as a student with a disability by ethnicity.	SY 2005-2006	State Plans in states where Bureau funded schools are located
3. Research and Training on response to intervention using SBR curriculum, strategies, methods, and intervention programs that are proven successful as used by other schools.	2005-2006	Research Centers Action Research at the School and Agency level OIEP Education Research Analysts
4a. Focus monitoring on schools who have over all low reading scores and high SLD/SWD identification.	2006-2007	CSI MPRRC
4b. (If appropriate) Training of the focus monitoring schools on relationship of teaching reading and learning disabilities.	2006 on-going	CSI MPRRC



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5. Review the guidelines of each state regarding their eligibility criteria.	Fall 2006	State Web sites Agency Staff
6. Identify guidelines of all states for SLD identification based on these guidelines what would relate to students in Bureau schools.	Spring 2006 Review yearly until 2011	Agency Staff



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Dis-proportionality

Indicator 10: Percent of agencies or schools with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of agencies with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of agencies in OIEP times 100.

Include OIEP's definition of "disproportionate representation."

Describe how OIEP determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 619(d), etc.

Overview of Issue/Description of System or Process:

Based on Child Count information (618 data) data will be gathered showing the placement by category of disability within each agency. (Placement for ISEP students is also available by school.) From this information agencies with placement by category that is significantly different than the OIEP average will be identified. The process of determining whether the differences in category placements is based on inappropriate identification will be essentially the same as addressed in indicator #9. The indicator will be modified to look at dis-proportionality between categories and disability and rates of placement.

Baseline Data for FFY 2004 (2004-2005):

Table 5

2004-2005 Placements by Disability Categories

Deaf/Blind	0.00%
Orthopedically Impaired	0.18%
Visually Impaired	0.28%
Autistic	0.31%
Traumatic Brain Injured	0.31%
Hearing Impaired/Deaf	0.65%
Multiply Disabled	1.80%
Other Health Impaired	3.65%
Developmentally Delayed	4.43%
Mentally Retarded	5.08%
Emotionally Disturbed	6.95%
Speech - Language	16.69%
Specific Learning Disabled	60.19%

Bureau-wide identification of students as Specific Learning Disabled falls above the national state average

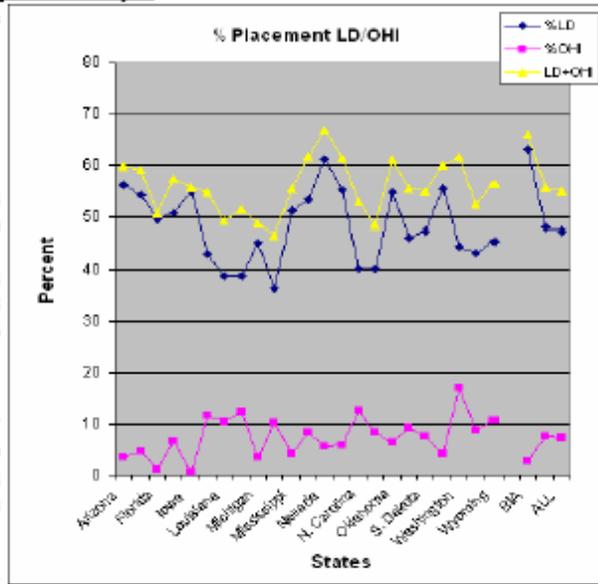


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Chart 5 – Placement by Disability – Learning Disability, Other Health Impaired, Developmental Delayed

State	%LD	%OHI	LD+OHI	%DD	%a+b+c
Arizona	56.19	3.47	59.66		
California	54.37	4.68	59.05		
Florida	49.5	1.15	50.65		
Idaho	50.71	6.59	57.3	6.11	63.41
Iowa	54.94	0.72	55.66		
Kansas	43.15	11.66	54.81	3.62	58.43
Louisiana	38.85	10.47	49.32	4.57	53.89
Maine	38.85	12.49	51.34		
Michigan	45.32	3.54	48.86	0.27	49.13
Minnesota	36.39	10.24	46.63	1.37	48
Mississippi	51.1	4.36	55.46	3.19	58.65
Montana	53.23	8.43	61.66		
Nevada	61.27	5.75	67.02		
New Mexico	55.34	6.01	61.35	4.92	66.27
N. Carolina	40.27	12.51	52.78	3.01	55.79
N. Dakota	40.2	8.31	48.51	2.07	50.58
Oklahoma	54.68	6.47	61.13	6.55	67.68
Oregon	46.19	9.34	55.53		
S. Dakota	47.47	7.51	54.98		
Utah	55.53	4.4	59.93	2.12	62.05
Washington	44.52	17.25	61.77	6.45	68.22
Wisconsin	43.4	8.87	52.27	0.11	52.38
Wyoming	45.53	10.79	56.32		
BIA	62.98	2.86	65.84		
23 ABOVE	48.13	7.61	55.74	3.04	68.88
ALL	47.41	7.48	54.89		



Discussion of Baseline Data:

The relationship between a high percentage identification of Specific Learning Disabled (SLD) and cultural factors which may include language issues, limited experiences (geographic isolation) and / or other factors must be researched. The relationship between SLD identification and Other Health Impaired may also be a unique factor based on access to medical services which focus on ADD, medications and resultant identification as OHI. These areas are revealed as those which need further study before inappropriate identification can be documented.



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FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Convene a team of Bureau employed psychologists, Speech – Language Pathologists, Occupational Therapists and others involved in disability identification to review parameters of a "good" evaluation.	Summer 2006	OIEP Employed Related Service Personnel. Funds for travel for meeting, Director-OIEP Special Education Specialists Agency Staff
2. The OIEP will review the data provided by the 23 states regarding the proportions of students identified by disability category and by ethnicity.	SY 2005-2006	State Annual Performance Reports in states where Bureau funded schools are located Part B Data Collections
3. Research and Training on response to intervention using SBR curriculum, strategies, methods, and intervention programs that are proven successful as used by other schools.	SY 2005-2006	Research Centers Action Research at the School and Agency Level OIEP Education Research Analysts



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4. Focus monitoring on schools who have over all low reading scores and high SLD/SWD identification.	SY 2006-2007	CSI MPRRC
4b. (If appropriate) Training of the focus monitoring schools on relationship of teaching reading and learning disabilities.	SY 2006 On-going	CSI MPRRC
5. Review the guidelines of each state regarding their eligibility criteria by disability.	Fall 2006	State Web sites Agency Staff
6. Identify guidelines of all states for SLD identification; based on these guidelines identify what would be different or difficult relative to students in bureau schools.	SY 2006-2007	State Documents State Offices tasked with supervision of services for students with disabilities.
7. Tier 2 monitoring – to include quality documentation of attempted intervention(s) based on three tier model. Update the format.	Spring 2006	Agency Special Education Staff School Special Education staff
8. Where entities are found to have disproportional identification schools will be asked to either a) provide documentation to support the identification (30 days) or b) present a plan for the reduction of inappropriate identification to be completed in no less than one year.	SY 2006-2007 to 2010-2011	School Level Personnel Monitoring Visits Review



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:

The OIEP has a two tier monitoring system during which a 10% review of data at the school level is done. This review includes a complete review of 10% of the student files. During the Continuous Improvement Focused Monitoring System complete file reviews are also done. During each of these processes the timeline from signature to placement will be tracked. Beginning with SY 2005-2006 Agency Staff will look at this issue for every child newly referred for assessment to determine eligibility for special education services. Until data regarding this indicator can be incorporated into the system-wide data base agencies will be required to maintain this timeline data on all new referrals at each of the schools in the agency.

Baseline Data for FFY 2004 (2004-2005):

To be gathered

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%



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2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide Agency staff coordinator with a spreadsheet that will list new referrals, consent to evaluate date, evaluation date, placement decision date.	Keep spreadsheet current throughout the year. 7/1 – 6/30. Submit copy to CSI as of June 30 each year.	Provided spread sheet. Written guidance for use of spreadsheet.
2. Collect baseline student data on initial evaluations completed within the 60-day timeline.	July 1, 2005 to June 30, 2006	Schools Agency Staff
3. Annually update initial evaluation data	July 1, 2006 to June 30, 2011	School, Agencies & CSI
4. Incorporate into the student information system (NASIS)	July 1, 2007	Student Information System
5. Development of parent information packet clarifying evaluations, school and parent's responsibilities.	June 30, 2006	CSI
6. Train school staff on indicator and activities.	By July 30, 2006	National Conference, Agency Staff, and Administration



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

NOTE: The OIEP does not administer the Part C or Part B Early Childhood programs. OIEP has no direct responsibility until a student enters kindergarten in a Bureau funded school.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: 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.

(20 U.S.C. 1416(a)(3)(B))



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: 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.

(20 U.S.C. 1418(a)(3)(B))

Measurement:

Percent = # of youth with disabilities 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 divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

A review of files, which includes a determination of whether an IEP for a student 14 or older is completed correctly, is done during the 2nd Tier process which is on-site verification. The information gathered is logged into an electronic program and the summary reports are forwarded to CSI.

During the 2nd Tier monitoring process each Agency Staff is required to review files as follows: Where there are 100 or more special education student files 30% must be reviewed. Where there are less than 100 special education student files no less than 20 files (or all) must be reviewed.

Baseline Data for FFY 2004 (2004-2005):

2nd Tier Monitoring:

774 files reviewed for transition factors on the IEP.

- 79 files not in compliance, 10.21% were found to be out of compliance with this indicator.
- Only six agencies had 100% compliance with this indicator.
- One agency had 20% compliance.
- One had 78%, three in the eighties (81%, 82%, 85%) and 9 fell in the nineties.
- Two agencies did not complete the task.
- One had technical problems.
- One had no staff (SEC) to complete the task.

CIMP Monitoring:

One non-compliance area was cited during the CIMP monitoring process in the area of transition. There was correction within the required timelines.

Discussion of Baseline Data:

The baseline data indicates that there is not 100% compliance in this area. There is improvement over the 2002 OSEP observation referenced in 2005 Annual Progress Report letter dated November 21, 2005.

CIMP monitoring data in this area will be available at the conclusion of the 2005-2006 school year. Please refer to Appendix C for information regarding efforts to improve the monitoring and data collection in this area.



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FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Regional trainings on transition requirements under IDEIA.	SY 2006-2008	CSI Staff MPRC
2. Rewrite 2 nd Tier Monitoring tool to meet IDEIA requirements and train field staff to implement.	September 1, 2006	CSI
3. Schools will review 100% of student IEPs to document that transition is addressed in IEPs for students and the Agency staff will check fulfillment through 2 nd Tier Monitoring.	June 30, 2011	Schools Staff Agency Staff
4. Discussion of MOU will be initiated between the OIEP and states housing Bureau funded schools to allow student transition plans to follow the state requirements that the school is located in, including boarding schools.	July 30, 2006 to June 30, 2011	CSI (with school support)



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5. School level transition specialists will receive training in plan development, i.e., goals writing, activities, etc.	On going through 2011.	CSI, Agency Staff and outside contractors
5. Train school staff on indicator and activities.	By July 30, 2008	National Conference, Agency Staff, and Administration



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

Six months post spring graduation schools were asked to respond to a questionnaire asking about the status of recent graduates relative to employment or school status at that time. The responses received reported on 327 graduates. Of those 75% were either employed (48.1%) or engaged in a learning activity (53.9%).

Table 6 Post Graduation Activity - 2003-2004 Graduates

Care must be taken when looking at employment statistics for American Indian exits from high school to consider the employment rate reported for Native Americans as a whole. Since OIEP schools are located in twenty-three the national rates for unemployment will be used as a criteria in determining realistic targets for this indicator.

National rates of unemployment are reported as falling between 42% (National American Indian Housing Council, Sept. 2005) to 48% (Center for Community Change, 2004 data). These numbers are corroborated by 2002 census data reporting that only 59.1% of Native American house holds have reported a householder holding a full-time job..

6 month report	Number
Graduated 2003-2004	327
Working	113
Post secondary program	61
Technical training	35
Job Corp; Ameri- Corp; Military	36
Other	82



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To collect the data required to respond to this indicator schools will be asked to do the following:

1. Each school must identify all students 18 years and older who exited the system during SY 2004-2005 (July 1 to June 30) as follows:
 - a. Graduated with a regular diploma
 - b. Received a certificate of completion
 - c. Dropped out
 - d. Students who did not return from the previous year and are not known to be enrolled elsewhere
2. Between April and May of SY 2006 the school will:
 - a. Establish contact with student or individual having knowledge of the student and
 - b. Ascertain if the individual is
 - i. Competitively employed,
 - ii. Enrolled in a post secondary learning experience, or
 - iii. Neither of the above.
3. Collate information into a single report and forward results to CSI.

The calculation of the rate of employment or engagement in a post secondary learning experience will be done at CSI.

Baseline Data for FFY 2004 (2004-2005):

Will collect SY 2005-2008

Discussion of Baseline Data: Developed after data collection

FFY	Measurable and Rigorous Target
2005 (2005-2006)	To be determined
2006 (2006-2007)	To be determined
2007 (2007-2008)	To be determined
2008 (2008-2009)	To be determined
2009 (2009-2010)	To be determined
2010 (2010-2011)	To be determined



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Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Develop a uniform data collection system to establish baseline data on 2006 students.	January 1, 2007	School-NASIS, DVR, CSI
2. School/Transition Specialist will educate students on need for data collection about their status following leaving secondary school.	June 30, 2006 and ongoing.	School Transition Specialist Guidance Counselor Home School Liaison
3. Train school staff on indicator and activities.	By July 30, 2006	National Conference, Agency staff, and administration
4. Other activities will be based on first year data collection.		



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that OIEP has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that OIEP has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that OIEP has taken.



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Overview of Issue/Description of System or Process:

Monitoring is handled as followed:

- The OIEP uses a Continuous Improvement Monitoring Process to monitor all schools. This is a school-wide process during which both the special education programs and title programs are monitored at the same time by a combined team.
- Schools are receive a site visit on a six year cycle (OIEP is currently in the last year of this cycle)
- Prior to the site visit each school must complete and submit a self-assessment during which they review their own program, identify areas of non-compliance or concern, develop a plan to address the issue and then complete a plan to address the issues.
- Special Education monitoring is assigned to a contract with MPRRC, CSI staff do school-wide monitoring. Both teams monitor simultaneously..
- After the monitoring schools are advised of their areas of non-compliance and are required to submit a Corrective Action Plan. Within one year they are asked to verify status of the needed correction.

Beginning with SY 2005-2008 a focused monitoring element is being added to the process. Based on reported data schools or agencies that have a high placement as Specific Learning Disabled, coupled with low reading scores will be monitored. The new process and will be fully developed during the current (2005-2006) school year.

Baseline Data for FFY 2004 (2004-2005):

- I. Data gathered relative to Indicator 15. A is from any school which was monitored and for which the resultant time line of one year ended during SY 2004-2005.
 - During the time period specified 35 schools were monitored by the CSI.
 - 32 of 35 schools had non-compliance citations (91%).
 - 156 non-compliance citations were found in the above monitoring.
 - Of the 156 non-compliance citations, 44 (35%) were not corrected within one year.
 - Of the 32 schools that received citations for non-compliance, 17 still had uncorrected non-compliance one year later. (53%)
- II. The following data is provided in response to the request in the November 21, 2005 letter received from OSEP in response to the 2003-2004 Annual Performance Report.
 - In the area of IEP content regarding assessment (34 CFR 300.347(a)(5)) specific information is not available. The overall area of IEP content (34 CFR 300.347) had 28 citations with only 13 corrected in a timely manner.
 - Placement based on individual needs received 10 citations, only 4 of which were corrected in a timely manner.
 - Meeting notices to parents have been more successfully addressed with only 4 citations and only one corrective action not corrected in a timely manner.
 - CIMP monitoring data listed 17 citations (35 schools) for ESY for 2004-2005. Nine were reported as corrected. It is clear that this continues to be a systemic concern for OIEP. Actions to be taken in such circumstances will be addressed in the restructuring of monitoring (outlined in Appendix C).



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- B. None available at this time.
- C. 31 findings were the result of ten complaint investigations. Corrective actions were developed. There is no documentation of implementation of these required actions.

Discussion of Baseline Data:

The baseline data indicates that many non-compliance issues have not been successfully corrected. OIEP understands that the current monitoring process, from the self assessment to the required successful closure for any factor in non-compliance status (however determined) must be reviewed. Each component must be analyzed and systemic issues must be addressed. For this process to result in a system that truly identifies and, within required timelines, will facilitate remediation of non-compliances it must be planned and well executed. Please reference the plan attached as Appendix C. Note that the plan (Appendix C) is designed to identify both the identification of areas of non-compliance, but also, the provision of assistance to the schools in remediation of non-compliances and sanctions that must be applied as appropriate. Follow-up to identification of a concern is critical.

OIEP has contracted with Mountain Plains Regional Resource Center (MPRRC) to provide technical assistance to schools. Bureau funded schools can be eligible for technical assistance from contract technical assistance providers for the following reasons:

- a recommendation from CSI staff;
- a request of the school principal and/or Agency Education Line Officer;
- a recommendation from the CIMP monitoring team upon completion of an on-site validation visit; or
- random selection by CSI to ensure corrections have been made.

Mountain Plains Regional Resource Center (MPRRC) is provided with a list of schools which have been referred for TA based upon the onsite validation visit and resultant non-compliance citations. (In the future the name and non-compliance identified areas will be forwarded to MPRRC for each school that is monitored). MPRRC automatically gets a copy of all final monitoring reports.

When a school is cited for non-compliance MPRRC will do follow-up and provide technical assistance. A tracking system will be developed to maintain records for all citations, submission of corrective action plans, and documentation of correction as soon as possible but in no case later than one year.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.
2006 (2006-2007)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.
2007 (2007-2008)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.



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2008 (2008-2009)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.
2009 (2009-2010)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.
2010 (2010-2011)	100% of areas of non-compliance will be corrected as soon as possible, but in no case later than one year.

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Refine, assign tasks and develop a timeline to restructure the monitoring system.	Fall 2006	CSI Staff Agency Staff School Representatives Federal Resource Centers
1. Write policy regarding non compliance citations corrections to include sanctions if needed. The final document will be disseminated to the field.	SY 2006-2007	CSI Chief-CSI Director – OIEP Line Office Staff
2. OIEP will impose sanctions for areas of non-compliance which are not corrected within 1 year.	SY 2005-2006 to 2010-2011	OIEP-CSI Solicitor Bureau Eligibility Doc.
3. Develop and implement an automated tracking system for all monitoring data, including timelines, corrections and sanctions.	SY 2006-2007	Data Managers



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<p>4. Annually, review all monitoring data to determine:</p> <ul style="list-style-type: none"> • status of corrections • system-wide issues • examples of effective corrections • any needed changes to the system 	<p>SY 2006-2007 continuing to SY 2010-2011</p>	<p>CSI Staff Line Office Staff School Level Staff</p>
<p>5. With the implementation of #3. There should be better data available from which specific activities can be developed each year based on need.</p>	<p>SY 2010-2011</p>	<p>CSI Staff Agency Staff School Level Staff</p>



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(1.1(b) + 1.1(c))$ divided by (1.1) times 100.

Above from Attachment 1.

Overview of Issue/Description of System or Process:

Parents of students with disabilities, and students themselves when age appropriate, are provided a copy of the procedural safeguards pamphlets in which are outlined the process to be followed if they wish to take formal steps to initiate a complaint, mediation, a resolution session or a due process hearing. Included in the literature is a contact number at CSI if a parent does not wish to inform the school.

If a school receives a signed written complaint they are to forward that complaint to the Agency, who in turn sends that document to the Supervisory Education Specialist or other identified contact person at CSI. It is the responsibility of CSI to notify the solicitor and to ensure all appropriate actions ensue.

The OIEP contracts with Mountain Plains Regional Resource Center (MPRRC) to provide complaint investigators, mediators, and due process hearing officers. When CSI is notified of a complaint (or request for mediation or due process hearing) MPRRC is contacted and an individual is selected on a rotating basis to serve in the capacity required. Individuals serving in the identified capacity receive training coordinated by MPRRC prior to having their name added to the respective availability list.

Parents of students with disabilities, and students themselves when age appropriate, are provided with a copy of the procedural safeguards pamphlets in which are outlined the process to be followed if they wish to take formal steps to initiate a complaint, mediation, resolution or due process hearing. Included in the literature is a contact number at CSI if a parent does not wish to inform the school.

If a school receives a signed written complaint they are to forward that complaint to the Agency Special Education Coordinator who in turn sends that document to the contact person at CSI. It is the responsibility of CSI to ensure all appropriate actions ensue.

Baseline Data for FFY 2004 (2004-2005):

In SY 2004-2005 there were twelve signed written complaints brought forward. Of these complaints eleven were investigated and findings issued within the 60 day time line. The twelfth was withdrawn.



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Discussion of Baseline Data:

Per the measurement provided above, OIEP has demonstrated 100% compliance for this indicator. The numbers shown above are uncommon in that OIEP does not generally receive this number of complaints in a single year.

Targets

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide training for all Agency staff on all aspects of parental rights, due process, etc.	August 2005	IDEIA MPRRC Solicitor - Department of Interior
2. CSI will implement a tracking system to monitor actions, progress, findings and closure.	SY 2005-2008	CSI-Procedural Safeguards Education Specialist @ CSI Technical Staff



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<p>3 a) Provide training for all agency staff on all aspects of parental rights, due process, etc. b) The Agency will train their respective schools and parents of students with disabilities.</p>	<p>August 2005 Each fall - 2010</p>	<p>IDEIA MPRRC Solicitor.</p>
<p>4. Incorporated a Principal interview in the CIMP process. Include question regarding current actions to resolve differences of opinion.</p>	<p>SY 2005-2006</p>	<p>CIMP Monitors</p>
<p>5. Develop and disseminate a tracking flow chart, with roles and responsibilities. Put in indicator 8.</p>	<p>Fall 2006</p>	<p>CSI Education Specialist</p>



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

See indicator # 16.

Baseline Data for FFY 2004 (2004-2005):

There were two Due Process Hearings requested and requested during SY 2005-2006. One was fully adjudicated within the 60 day timeline. One was resolved via mediation.

Discussion of Baseline Data:

Baseline data can be interpreted as indicating a great success in meeting the needs of all students. However, the lack of due process hearing requests may also indicate a lack of knowledge about or comfort with the rights of parents surrounding their options when they have concerns about services for their students. Other factors that must be considered are community cultures and practices which may lead to resolution of issues outside of the formal processes provided via the school system.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%



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Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide training for all Agency staff on all aspects of parental rights, due process, etc.	August 2006	IDEIA P.L. 108-448 Solicitor - Department of Interior
2. Within each agency guidance will be provided to schools to provide training to all parents regarding their rights within the special education process.	SY 2005-2006	CSI guidance Local Translators as needed Parent Training Centers
3. Develop and disseminate a tracking flow chart., with roles and responsibilities. Put in indicator 8.	Fall 2006	CSI Education Specialist
4. Ensure that all parents are offered an opportunity to receive training / information in this area. Each year there are new parents so this activity is on-going.	SY 2005-2006 – 2010-2011	Agency Office Staff MPRRC – Resource materials
5. Other activities may result from survey information.		



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

See indicator # 18.

Baseline Data for FFY 2004 (2004-2005):

To be gathered SY 2005-2006. As described under Indicator 18, all requests/actions related to procedural safeguards must be reported to the CSI. When received the pertinent information will be entered into a secure data base and all further actions will be tracked. This will include timelines and required close-out information such as resolution results if applicable.

Discussion of Baseline Data:

Based on data to be gathered.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	To be determined
2006 (2006-2007)	To be determined
2007 (2007-2008)	To be determined
2008 (2008-2009)	To be determined
2009 (2009-2010)	To be determined
2010 (2010-2011)	To be determined



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Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. (Preventative): Do follow-up on 2004-2005 findings to ascertain whether schools have implemented changes as needed.	SY 2005-2006	Records of findings and required corrective actions. Agency Staff input
2. Training on resolution process.		
3. Develop and disseminate guidance.		



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

When a parent or guardian of a student with a disability voices a concern which focuses on services for a child with a disability or a request for a due process hearing is received the following actions will occur:

- the parents or guardian of the child will be advised of the opportunity to enter into a mediation session and will be notified of the legal parameters of that process, i.e., the establishment of a legally binding agreement
- if a mediation session is not accepted the school will proceed with a resolution session unless the parents and school waive the sessions in writing, 20 u.s.c.1415(f)(1)(B)
- if neither of the above result in resolution of the concerns and a due process hearing has been requested it must be provided within 30 days of the request.

Baseline Data for FFY 2004 (2004-2005):

One mediation session was held during 2004-2005. The mediation resulted in a mediation agreement.

The OIEP system is very small compared to state system. The OIEP system also has a very small rate of due process proceedings in the area of services for students with disabilities. The process requires all due process requests or any complaints to be forwarded to CSI immediately.

Discussion of Baseline Data:

It is difficult to develop measurable and rigorous targets for this indicator based on little past history surrounding this area. The very small numbers that might be found within the system make targets difficult to develop.

Considering that there is not a compliance factor which requires mediations to result in mediated agreements it is also difficult to set a target.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	To be developed



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2006 (2006-2007)	To be developed
2007 (2007-2008)	To be developed
2008 (2008-2009)	To be developed
2009 (2009-2010)	To be developed
2010 (2010-2011)	To be developed

Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Provide training for all agency staff on all aspects of parental rights, due process, etc.	August 2005	IDEIA P.L.108-448 Solicitor - Department of Interior
2. Within each agency guidance will be provided to schools to provide training to all parents regarding their rights within the special education process.	SY 2005-2006	CSI guidance Local translators as needed Parent Training Centers
3. All mediation agreements will be followed by closure letters from CSI to the school. And agency.	SY 2005-2006.	CSI, School/Agency, Principal
4. Status of mediation requests and system impact based decisions will be disseminated within 60 days.	SY 2006-2007	Director, Deputy Director, Supervisory Ed. Spec. for Special Education.
5. Revise the Eligibility Document to reflect roles and responsibilities.	SY 2005-2006	CSI and Agency Staff



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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

The OIEP collects data for the yearly OSEP data tables as is required. There are some unique issues in the manner in which student information is maintained within the Office of Indian Education (OIEP) system that impact this data reporting. Bureau funded schools are found in 22 agencies and 23 different states. The OIEP develops a roster that includes all students eligible for funding across the states. Students who are not eligible (commonly non-Native American or not enrolled in a recognized tribe) are not included in that count. (While there are students who are not counted during that time who are enrolled in some schools there are also schools with no such enrollment. That number varies by school and area of the nation.)

The definitions to be used for each category of disability became those as defined within P.L. 108-446 and those categories to be reported on the OSEP Table 1. Prior to this date, the system-wide count used codes that were both definers of exceptionalities and placement at either a high or moderate level. Neither was completely aligned with the OSEP definitions for exceptionalities or placement.

The current process for collecting and verifying the data required for the OSEP Tables 1-5 is outlined below.

TABLE 1 and TABLE 3

1. The OSEP data collection date was changed from December 1 to the last Friday in October so that it would coincide with the ISEP process.
2. A roster is completed at each school which lists all ISEP eligible students.
3. The students are listed by name, social security number, date of birth, tribal code, grade, and programs.
4. The roster indicates any student who receives any special services: Residential, Exceptional Child Residential, Bilingual, Gifted, or Special Education.
5. Students who have been identified as a SWD and are receiving special education services are coded as to disability category and environment for services on the roster.
6. The Agency staff will verify the information for the OSEP Table 1 and Table 3.



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TABLE 2

The OIEP funds schools under the Tribally Controlled Schools Act as well as directly operates schools. There is not a single personnel system for all schools. Information about personnel is gathered as follows:

1. For Bureau operated schools licenses are required to be submitted during the contract process.
2. Each school (grant or Bureau operated) must maintain a file of license information for each position that requires a license. Because the OIEP follows the license requirements of the state in which the school is located there may be different requirements for similar positions in different schools. There must also be documentation of whether a teacher is highly qualified for the subject or area they are teaching.
3. If related service providers are on staff the school or agency (if employed at that level) must maintain copies of license. If the related services are contracted this information must be provided by the contractor.
4. The licenses and/or highly qualified status of those providing services are to be reviewed.
5. To gather the data required for the OSEP report the CSI posts Table 2 on the OIEP web site <http://enan.bia.edu>. The Agency staff work with the schools to gather and verify the personnel information.. Technical assistance is provided to the Agency staff and they, in turn, give this guidance to the schools.
6. The Agency staff then collates the information from each school in their agency and submits an agency Table to CSI. It is requested that this be submitted electronically (disk or e-mail).
7. The data is based on a full school year and is submitted to CSI after the school year is completed.
8. Once received at the CSI the information is reviewed, checked for errors, and collated into the OIEP Table 2 that is then submitted.

TABLE 4 and TABLE 5

The information needed for completion for these two tables is gathered from schools by the Agency staff. There is no system-wide procedure for the maintenance of this data. Some schools have a logging system for retrieval of the exit and discipline information but more schools do not. The information is extracted from IEPs, Manifestation Determination documents, enrollment documents, file notes or other logs specifically set up for the respective purpose at each school. The information is self-reported and there is more difficulty in verifying the data than there is in the other areas. The data year is July 1 to June 30

1. As with the other Tables, Tables 4 and 5 are posted on the web.
2. Technical assistance is provided by CSI to the Agency staff as to how the Table is to be completed.
3. The SEC works with each school in the agency to gather/verify the required information and collates the data into an agency report.
4. The agency report is sent to CSI as are the other tables. It is reviewed and collated for the BIA tables which are submitted to OSEP.
5. The information for completion of these tables is requested at the end of the school year.
6. Tracking of exits from special education is an area in which it has been difficult to collect accurate information. Specific requirements for tracking exits will be expected as part of a transition initiative currently being implemented.

ASSESSMENT INFORMATION

All Bureau funded schools must complete an Annual Report and a School Report Card each year. On that report card the school indicates the number of students receiving special education services. Academic results for those students are reported both (included) in the All and as disaggregated results. Test scores are collected in Language Arts and Mathematics for Adequate Yearly Progress purposes. They are also gathered in the area of Reading for school improvement purposes.



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Schools are located in twenty-three states and use the assessment systems of the state in which they are located. This means that in each of the categories required by No Child Left Behind (NCLB) schools have been reporting a variety of grades within each span. It also means that different assessments are used and therefore different guidelines may be in place for accommodations and / or who takes alternate assessment. Many of the Bureau funded schools are small and the numbers of students receiving special education services are too small to be reportable at the school level. Those students and their results are reported to the CSI to be included in the OIEP wide results.

When submitting the Annual Report to CSI (in which schools self report assessment data) schools are to also submit a hard copy of the reports from the assessment company. OIEP is currently negotiating Memorandums of Agreement (MOU) with the states in which Bureau funded schools are located to address assessment access factors. Included in the MOU are details of getting assessment reports directly into the student information system (NASIS) which is expected to be fully operational by SY 2006-2007.

Baseline Data for FFY 2004 (2004-2005):

All 818 Tables were submitted on time. Errors were corrected as guided by WESTAT reports.

The 2003-2004 Annual Report was a few days late due to getting the report from CSI (New Mexico) to OIEP in Washington DC for signatures prior to submission.

Discussion of Baseline Data:

With the use of a student information system (NASIS) data collections will have consistent definitions and codes as well as be less susceptible to the human error factor inherent in manual computations. This should lessen the number of errors on reports submitted to OSEP and WESTAT.

Data submitted by OIEP has been "flagged" in the past due to significant changes. After discussion with WESTAT it was agreed that where the criteria for a "flag" is a percent (i.e., a 10% change in the number of students identified as autistic) the 10% is not a significant indicator due to small size considerations.

Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% compliance
2006 (2006-2007)	100% compliance
2007 (2007-2008)	100% compliance
2008 (2008-2009)	100% compliance
2009 (2009-2010)	100% compliance
2010 (2010-2011)	100% compliance



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Improvement Activities/Timelines/Resources:

ACTIVITY	TIMELINE	RESOURCE
1. Agency training on all data requirements under IDEIA.	Fall 2005	Adaptation of materials provided by WESTAT Regional meetings to include school level personnel.
2. If a school has a new 618 data person, contact the Agency. The agency will set up mentorship.	Annually to 2010-2011	ELO School Principal Special Education. Coordinators
3. Develop an across the board report due date calendar. Give out consistently and put online.	Disseminate quarterly.	CSI
4. Provide regional trainings for Agency and school level staff relative to 618 data collections as well as other data as identified in the SPP.	Beginning Fall 2005 Continuous until Fall 2011	CSI Agency staff



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Part B SPP /APR Attachment I (Form)
Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act
Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	12
(1.1) Complaints with reports issued	11
(a) Reports with findings	11
(b) Reports within timeline	11
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	1
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	1
(2.1) Mediations	
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	2
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	1
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	1
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0



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APPENDIX A



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Graduation Rate Calculations:

Arizona

Graduation Rate	=	Number of Cohort members who graduated after four years				X 100
		Original Cohort Membership	+ Transfers In	- Transfers Out	- Deceased	

California

The four-year completion rate formula is shown below:

$$HS\ CMP\ Yr.\ 4 / \{HS\ CMP\ Yr.\ 4 + (Gr.\ 9\ DPO\ Yr.\ 1 + Gr.\ 10\ DPO\ Yr.\ 2 + Gr.\ 11\ DPO\ Yr.\ 3 + Gr.\ 12\ DPO\ Yr.\ 4)\}$$

HS = High School
CMP = Completer

Yr. = Year
Gr. = Grade
DPO = Dropouts

Florida

In Florida, the number of graduates from a four-year adjusted cohort is divided by the total number of students in the adjusted cohort. The adjusted cohort (denominator) is determined through a multi-step process in which we subtract from the 9th grade cohort the students who transfer out of the school or are deceased and add the students transferring into the school who, at the time of their enrollment, are on the same schedule to graduate as students from the first group. This definition is more accurate than the definition created by the National Center for Education Statistics.

For NCLB, we propose to use the prior year graduation rate for the calculation of AYP and the state report card. This is necessary because many districts graduate students during summer school and the deadline for AYP calculations and public reporting can occur prior to summer school conclusion for some districts.

The NCLB graduation rate will vary slightly from the graduation rate that Florida publishes annually because NCLB excludes GED recipients. At this time, all Florida high school students receiving a GED from the Florida Department of Education are included in our published graduation rate.

For the purposes of calculating the graduation rate, the classification of students in grade 9 will follow them throughout their high school career. For example, if a student is



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classified as SWD in grade 9 but then by grade 11 is no longer considered to be SWD, he/she will still be counted as if the classification had not changed. This classification methodology will apply only for the purposes of calculating the graduation rate as stated above, and will not be used for any other NCLB purpose.

Idaho

Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

- G = graduation rate.
 c_{st}^{long} = four-year completion rate for state s at year t .
 g_{st} = number of high school completers at year t .
 d_{st}^{12} = number of grade 12 dropouts at year t .
 $d_{s(t-1)}^{11}$ = number of grade 11 dropouts at year $t-1$.
 $d_{s(t-2)}^{10}$ = number of grade 10 dropouts at year $t-2$.
 $d_{s(t-3)}^9$ = number of grade 9 dropouts at year $t-3$.

Iowa

Graduation rates for schools and school districts in Iowa will be based upon data submitted by each district in the annual Basic Educational Data Survey (BEDS) to the DE.

The number of high school graduates collected through the BEDS is defined as the sum of the following:

- Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of 4 years.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

The high school graduation rate is calculated by dividing the number of high school graduates in a given year by the estimated number of 9th grade students four years previous. The estimated number of 9th grade students (the denominator for calculating the graduation rate) is sum of the number of high school graduates in a year and dropouts over the four-year period. The number of graduates is defined as the sum of students receiving a diploma, defined above, plus the number of students defined as "other completers." Other completers are students who have finished the high school program but did not earn a diploma. More specifically, the total dropouts are defined as the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4. The high school graduation rate in year 4 equals the number of high school graduates in year 4 divided by the number of high school graduates in year 4 plus



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the sum of dropouts in grades 9 through 12 from years 1 through 4, respectively. GED recipients must have dropped out of school prior to entering a GED program and thus are already included in the dropout numbers.

Kansas

Currently in Kansas, cohort data are used to determine graduation rate. The measurement looks at the same group or cohort of students from the ninth grade year through the twelfth grade. The data are presented as a cohort rate. Dropouts and transfers over the four-year period are included when determining the class graduation rate. The graduation rate is determined by dividing the total number of 12th grade graduates by the sum of twelfth grade graduates and all students who dropped out or transferred in during the ninth to twelfth grade years. Students who transfer out are subtracted from the total number of students. Since Kansas has previously allowed the inclusion of students earning the GED in calculating graduation rate, that change will be made to data collected for school year 2002-2003 and following.

Louisiana

Louisiana's Total School Growth measure accounts for high school graduation rate through the inclusion of a *dropout* statistic. The national (NCES-CCD) definition of dropout is used.

While "dropout" and "graduation rate" may have some very slight technical differences, in essence they are measuring the same thing – the school or LEA's ability to hold students in school until graduation. In most cases, students who do not graduate are considered dropouts.

Louisiana is proposing to continue to use this measure until an appropriate methodology and standard can be incorporated into policy. Louisiana will develop a method for accurately calculating graduation rate for each cohort that accounts for students that receive a "regular" high school diploma in four years as outlined in guidance.

Louisiana will establish a baseline with this school year's (2002-2003) ninth grade cohort, making the first graduation rate based on the number of students receiving diplomas in the school year, 2005-2006. Because graduation rate will have a one-year lag, the baseline data will be released in 2007 and the first year of AYP decisions based on this cohort data will be in the Summer of 2008.

Maine

The process that is used to determine graduation rate is to divide the number of students graduating in a given class by the number of graduates plus the number of dropouts from the 9th plus the 10th, plus the 11th, plus the 12th grade years for that class. Each of these four dropout counts include students who dropped out during the school year, as well as students who dropped out during summer vacation.

The method used in this profile is the methodology recommended by a task force or representatives from the U.S Department of Education and several State Departments of Education. This information is published on the Maine Department of Education website at: <http://www.state.me.us/education/profiles/datadesc/htm>



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- A. For students who move within the state, the school they attended for the majority of time for that academic year will become the accountable school.
- B. Pursuant to Chapter 127, Section 7.B.4 which states that “Secondary students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. ...Extended study for students with disabilities shall be specified in the student’s IEP.” Students who qualify for this category will be counted as newly enrolled seniors for their fifth year and will not be counted as dropouts for their fourth year of enrollment, provided this has been included in the students’ Personal Learning Plans and they have been recommended by the school’s principal as qualifying for a fifth year.

Michigan

This calculation does not include students who complete graduation requirements through the GED program. Michigan plans to begin using cohort data to calculate graduation rates in 2006 using the method detailed below.

1. For purposes of calculating graduation rate, a “school year” will be considered as from the start of a school’s academic year through August 31. This allows the graduation rate to include seniors who graduate during the summer.
2. A beginning target percentage graduation rate will be established for the state. This beginning target will be established in a manner similar to the calculation of achievement targets for adequate yearly progress in English Language Arts and Mathematics. All high schools in the state will be arranged in descending order of graduation rate percentage, along with the enrollment for each school. The graduation rate of the high school at the 20th percentile of total state high school enrollment will become the initial target graduation rate for the state. The initial target graduation rate will remain constant for two years, 2003-04 and 2004-05, but will be increased in 2005-06, 2008-09.
3. It is estimated at this time that the 20th-percentile-of-total-enrollment formula will result in a beginning statewide target graduation rate of approximately 80%.
4. Schools above this rate will be considered as making AYP. Schools below the rate will be considered making AYP if they achieve a certain percentage growth within the first two years of establishing the target rate, and a certain percentage growth every year thereafter (“safe harbor”).
5. For schools whose graduation rate is initially below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years.



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6. Four years will be considered the normal period of time for a high school student to earn a regular diploma. For a high school containing grades below grade 9, e.g. 7-12 high school, only grades 9-12 will be considered. For a 10-12 high school, the normal period will be four years and, for purposes of calculating graduation rate, it will be necessary to begin tracking the cohort in grade nine in the district's middle or junior high school. For a student with disabilities (special education student), the student's Individualized Educational Program Team (IEPT) may determine a specific "normal period" for this student.
7. Graduation rate will be computed on following ninth grade students as a cohort through the years of high school. Graduation rate will be calculated on the percentage of the cohort who earn a regular diploma. When students exit from a school district, an exit code for the student must be entered into the Single Record Student Database (SRSD) at the Center for Educational Performance and Information (CEPI). These codes will be used to determine what students will remain in the cohort being followed, to calculate the graduation rate.
8. Students with the following CEPI codes will be considered as in the cohort and will be included in the calculation of graduation rate:
 - 01 – Graduated from general education with a diploma.
 - 02 – Graduated from general education with a diploma and applied to a degree granting college or university.
 - 03 – Graduated from an alternative program.
 - 04 – Graduated and applied to a non-degree granting institution.
 - 05 – Completed general education with an equivalency certificate.
 - 06 – Completed general education with other certificate.
 - 07 – Dropped out of school.
 - 10 – Expelled from the school district (no further services).
 - 11 – Enlisted in military or Job Corps.
 - 13 – Incarcerated.
 - 16 – Unknown.
 - 17 – Placed in a recovery or rehabilitative program.
 - 19 – Expected to continue in the same school district.
 - 20 – Special Education student – received certificate of completion.
 - 21 – Special Education student – reached maximum age for service.
 - 22 – Special Education student – no longer receiving services and returned to general education program.
9. The cohort will be reduced by students who exit from school during the high school grades according to the following CEPI exit codes:
 - 08 – Enrolled in another district in Michigan.
 - 09 – Moved out of state.
 - 12 – Deceased.



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- 14 – Enrolled in home school.
- 15 – Enrolled in a non-public school.
- 25 – Special Education student – enrolled in special education in another district.
- 26 – Special Education student – enrolled in another district, not in special education.

The following CEPI exit codes would require the student to remain in the denominator but would not be counted as “graduating” in the calculation of graduation rate:

- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 16 – Unknown.
- 20 – Special education student – received certificate of completion.
- 21 – Special education student – reached maximum age for services.
- 22 – Special education student – no longer received services and returned to general education program.

The following CEPI exit codes will be used to calculate dropout rate:

- 07 – Dropped out of school.
 - 16 – Unknown.
10. For purposes of calculating AYP for a high school, a four-year (grades 9-12) cohort will be used for all Michigan high schools.
11. It is not an expectation that, like student proficiency in English Language Arts and Mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on a beginning target graduation rate of 80% for 2002-03, the following are Michigan’s intermediate target goals as approved by the Michigan State Board of Education:

- 2005-06 – 85%
- 2008-09 – 90% This rate would be remain in effect through 2013-14.

Minnesota

Calculation Formula

This calculation **does not** include students who graduate with GEDs or any other diploma not aligned to the states academic standards. Minnesota is not currently able to collect GED data.

Students are counted as dropped if they are reported as a drop and do not re-enroll in another school during the four year period. Minnesota is not currently able to control for students who finish high school within four years from their start date.



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This methodology allows for a consistent computation for all schools and districts in the state, and includes students who change schools part way through their high school career. This computation is based on students who receive diplomas in year four of the emulated cohort.

of graduates year 4

Dropouts (Grade 9 Year 1 + Grade 10 Year 2+ Grade 11 Year 3 + Grade 12 Year 4) + Completers Year 4

Based on this calculation the state expectations will be an eighty percent graduation rate or growth towards eighty percent.

Minnesota will work towards a system that is able to identify the number of years that students have been in high school and adjust the graduation rate accordingly.

Mississippi

The graduation rate is calculated by dividing the number of graduates by the number of ninth grade students four years earlier. The ninth grade enrollment number has been adjusted to reflect the number of new students entering the system, the number moving out, the number failing, and the number of deaths. Students who were originally coded by school districts as dropouts who later are determined to be transfer students may not be included in the calculations.

Montana

Montana's graduation rate is an estimated cohort group rate that is calculated by the method recommended by the NCES:

$$g_t / (c + g_t + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^9_{(t-3)})$$

Where:

- g = # of graduates receiving a standard high school diploma in standard # of years
- c = completers of high school by other means
- t = year of graduation
- d = dropouts



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12, 11, 10, 9 = class level

Nevada

For the 2001-2002 school year, graduation rate is equal to³:

$$\frac{\# \text{ of Diploma recipients (01-02) (excluding adjusted diploma recipients)}}{\# \text{ of diploma recipients (01-02) (all recipients) + certificate of attendance recipients (01-02) + GED recipients (01-02) + 9}^{\text{th}} \text{ grade dropouts (98-99) + 10}^{\text{th}} \text{ grade dropouts (99-00) + 11}^{\text{th}} \text{ grade dropouts (00-01) + 12}^{\text{th}} \text{ grade dropouts (01-02)}$$

New Mexico

In school year 2005-2006 the number of graduates divided by the number of students in the cohort will be the calculated graduation rate for schools. The cohort will include the following (add):

- students enrolled in 9th grade on the 40th day at a school in school year 2003-2004
- students entering the cohort after that date by virtue of transfer from another school
- students entering the cohort from lower grades who will graduate earlier than four years

The cohort will not include (may subtract):

- students who transfer to another school, residential treatment center, juvenile detention center (or other form of incarceration)
- students who are deceased
- students who graduate before school year 2006-2007
- students who leave the U.S. and its territories
- students who are new immigrants and are ELL, who enter the US and enroll in school after their 17th birthday

Students who drop out of school or enter a GED program or receive a GED diploma will not be subtracted from the cohort and will not be included in the number of graduating students.

North Carolina

For the longer term, we propose a prospective (forward) on-time graduation rate. The first step would be to establish a baseline for membership in ninth grade during the 2002-03 school year. Current student information management systems in North Carolina do not have the capability to track students over a four-year period anywhere in the state. Therefore, LEAs would be asked to generate student rosters for ninth graders in 2002-03 and retain them for future reference. LEAs and/or schools would record the transition outcomes for each student on the roster over the next four years and maintain that information so that it could be matched with the diploma recipient information collected through the 2005-06 master build files (or other data collection that may be more appropriate at that time). Thus the first year in



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which a cohort based graduation rate could be calculated would be the 2005-06 school year, and the first year in which “progress” could be ascertained using a cohort definition for two successive graduation rates would be 2006-07.

North Dakota

The State will begin reporting graduation rates using the NCLBA definition in 2005, using collected cohort State data from 2001 – 2005. The rate will be calculated based on the following equation:

Graduates (with regular diploma) who completed high school in four years

(divided by)

[# Graduates (same as above) + # of 9th grade dropouts/retentions + # 10th grade dropouts/retentions + # 11th grade dropouts/retentions + # 12th grade dropouts/retentions + # students who complete 12th grade without a regular diploma]

Oklahoma

Beginning in 2004-2005, the graduation rate will be calculated using an estimated cohort group rate which is a recommended method by the National Center of Educational Statistics. The calculation is listed below:

Number of Students Graduating with a Regular Diploma including summer graduates in 2003-2004	<div style="border: 1px solid black; padding: 2px; display: inline-block;">X 100</div>
Number of Students Graduating with a Regular Diploma including summer graduates in 2003-2004	
+ Number of Grade 12 Dropouts in 2003-2004	
+ Number of Grade 11 Dropouts in 2002-2003	
+ Number of Grade 10 Dropouts in 2001-2002	
+ Number of Grade 9 Dropouts in 2000-2001	
+ Number Receiving GEDs	



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Oregon

The graduation rate is calculated using a one-year version of the modified NCES graduation rate formula:

Graduates

Graduate + Dropouts

Where **Graduates** is the number of students who graduated with a standard diploma in the school year and following summer school session in the standard number of years, and **Dropouts** is the number of students dropping out of grades 9-12 in the school year in accordance with the NCES dropout definition.

Oregon chose to use the data for four classes in one school year instead tracking one class over four years in determining the number of dropouts, in order to better measure the immediate effect of educational policies that existed in the reporting year.

South Dakota

The formula to be utilized is as follows:

$$\frac{\text{High School Completers in Year 4}}{\text{Dropouts (Gr 9, year 1 + Gr 10, year 2 + Gr 11, year 3 + Gr 12, year 4) + HS Completers, Year 4}}$$

This proposed calculation is based on the recommendation of NCES in a publication "Public High School Dropouts and Completers from Common Core of Data: School Year 1998-99 through 1999-2000".

Utah

7.1 Accountability system includes graduation rate for high schools.

NCLB regulation 200.19(a)(1) requires use of a graduation rate as the "other academic indicator" in determining the AYP of high schools and defines the graduation rate for this purpose as "the percentage of students, measured from the beginning of high school [presumably 9th grade], who graduate from high school with a regular diploma ... in the standard number of years."

This definition implies a cohort rate. We are exercising our option under 200.19(a)(1)(b) to adjust this definition slightly in order to ensure statewide comparability and reduce error in measurement by restricting the cohort to grades ten through twelve, since Utah high schools, which may implement any of three different grade spans, have only these three grades in



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common; in fact, nearly half have only these three grades -- Grades 7-12 (21% of high schools), Grades 9-12 (33%), and Grades 10-12 (46%).

Specifically, the cohort graduation rate will be operationalized by Utah, following Utha's agreement with NCES (U.S. Dept. of Ed., August 2002, p. 3), in this way:

The number of students who graduated from 12th grade in the current year divided by the sum of: (1) these same graduates, and (2) the number of students who dropped out of 12th grade in the current year, (3) 11th grade in the prior year, and (4) 10th grade in the year before that.

In order to continue applying official NCES definitions in distinguishing "graduates" ("completers" with a "regular diploma") from "other completers" and "dropouts" from "transfers" (U.S. Dept. of Educ., January 2003, pp. 25, 79-81), which have already been incorporated into Utah State Board of Education rule (R277-419), we will also lag the rate by one year; thus, the 2003 report will include the rate for the 2002 cohort.

To illustrate further, we will calculate the graduation rate for a high school in its performance report for the 2002-03 school year by applying the following four step procedure to four files containing school level aggregates on graduates in the school year 2001-02 and dropouts from the years 1999-2000 through 2001-02:

1. From the graduates file, extract the number of "regular diploma" graduates in Spring 2002. This is the numerator.
2. From the dropout files, extract the number of 12th grade dropouts in 2001-2002, 11th grade dropouts in 2000-2001, and 10th grade dropouts in 1999-2000. Drop outs in this case will include students who completed GED or other alternative programs not resulting in a "regular diploma". Those completing a "regular diploma" through early graduation will be considered completers. Note that this simulates the movement of the Class of 2002 cohort through high school.
3. Add the numerator in (1) to the three figures in (2) to obtain the denominator.
4. Divide the numerator by the denominator. This is the cohort graduation rate that will be used for AYP.

Regular diploma graduates may include students with disabilities who can be retained as "seniors" until the age of 22. As long as such students are retained, their cohort status will be adjusted, so that their completion status will be included in the calculation of the graduation rate for the graduating class of the year in which it is finally determined.

Washington

The graduation rate is calculated as follows:

(The number of graduates, with a regular diploma in four years) divided by (the number of graduates with a regular diploma in four years plus the number of students who dropped out of high school in that cohort grades 9 through 12 plus students who have continued to be enrolled but not graduated).



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number of graduates with regular diploma in four years
number of graduates with regular diploma in four years
+ number of dropouts grades 9-12
+ number of continuing students

Wisconsin

Graduation rate: The number of “graduates” divided by the number of “graduates” plus “cohort dropouts” over four years, expressed as a percentage.

Graduate: A student who met graduation requirements for a regular diploma during a school year prior to the beginning of the fall semester of the next school year. This would include any student who graduated at mid-year, who transferred into or re-entered the high school during the year (even if the student was not included in the third Friday in September school enrollment count), who graduated in the spring of the school year, or who accumulated required credits during summer school. Students who receive an alternative diploma such as a HSED, GED, or “certificate of attendance” are not counted as graduates.

Dropout: A student who was enrolled in the school at some time during a school year; was not enrolled at the beginning of the next school year (third Friday in September); has not graduated from high school or completed a state or district-approved educational program; and does not meet any of the following exclusionary conditions:

1. Has not transferred to another public school district, private school, or state- or district-approved educational program;
2. Is temporarily absent due to expulsion, suspension, or school-approved illness; or
3. Has died.

Cohort dropout: Any student who was a 12th grade dropout for the year reported, an 11th grade dropout for the prior year, a 10th grade dropout for 2 years prior, or a 9th grade dropout for 3 years prior.

Wyoming

The rate incorporates 4 years worth of data and thus, is an estimated cohort rate. It is calculated by dividing the number of students who receive a regular diploma by the sum of dropouts from grade 9 through 12 in consecutive years, plus the number of students completing high school. If a hypothetical graduating class began as 9th graders in Year 1, this 4-year completion rate would look like:

$$\frac{\text{Students Receiving a Regular Diploma in Year 4}}{\text{Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + Students Completing High School Year 4}}$$

This formula used by the Wyoming Department of Education for calculating graduation rates is an “exiter” rate. The denominator is the total of all “exiters” from a school over a 4 year period for a grade cohort. The exiters are the 9th grade drop-outs 3 years ago, the 10th grade drop-outs



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2 years ago, 11th grade drop-outs last year, and this year's 12th grade drop-outs plus completers. These are all the students that "exited" from education for that cohort. The numerator is the count of this year's regular diploma recipients. The rate gives "What percent of students exiting education do so with a regular diploma?"⁵⁹



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APPENDIX B



SPP Template – Part B (3)

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QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	N/A
1) I was given information about the organizations that offer information and training for parents, for example, Parent Training and Information Centers, Family Resource Centers, disability support groups, ect.	45	38	3	8	3	1
2) My child's school offers parents training about special education issues.	24	25	25	16	6	0
3) My child's school provides funding, transportation, or other supports for parents to participate in training workshops.	35	32	12	14	2	1
4) My child's school gives me choices with regard to services that address my child's needs.	20	52	13	9	2	0
5) I was offered special assistance (such as child care or transportation) so that I could participate in the IEP meeting.	19	23	24	19	5	6
6) My child's school communicates regularly with me regarding my child's progress on IEP goals objectives.	25	38	10	17	3	3
7) Written justification was given for rejecting any of my proposals.	7	22	45	10	2	10
8) Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel.	18	41	13	16	6	2
9) My child's school has a person on staff who is available to answer parents' questions.	28	37	12	14	4	3
10) Written justification was given for the extent that my child would not receive services in the regular classroom.	15	29	31	11	4	6



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QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	N/A
11) Teachers and administrators at my child's school consider what my hopes and dreams are for my child.	22	45	8	16	2	3
12) Teachers and administrators at my child's school seek out parent input.	22	37	14	12	7	4
13) Over the past year, special education services have helped me and/or my family cope with stressful situations.	15	30	25	13	6	7
14) Over the past year, special education services have helped me and/or my family participate in typical activities for children and families in my community.	19	31	23	10	8	5
15) Over the past year, special education services have helped me and/or my family know where to go for help or support to meet my family's needs.	16	27	27	13	8	5
16) Over the past year, special education services have helped me and/or my family get the services that my child and family need.	15	33	26	9	7	6
17) Over the past year, special education services have helped me and/or my family find information I need.	15	38	16	19	2	6
18) Over the past year, special education services have helped me and/or my family communicate more effectively with the people who work with my child and my family.	10	39	25	14	1	7
19) Over the past year, special education services have helped me and/or my family understand the roles and responsibilities of the people who work with my child/family.	16	34	21	17	2	6
20) My child's school offers students without disabilities and their families the opportunity to learn about students with disabilities.	8	32	33	15	5	3
21) The school or district regularly evaluates whether special education services are effective.	15	26	37	10	2	6



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QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	N/A
22) My child's school provides teachers and staff with training to improve their communication with parents.	18	32	29	11	3	3
23) My child's graduation options were discussed before placement or curriculum decisions were made.	14	29	25	13	5	10
24) My child's school provides teachers and staff with training on the needs of children with disabilities and their families.	19	32	29	8	3	5
25) Summer school programs are properly staffed to accommodate the needs of students with disabilities.	14	30	33	13	1	5
26) My child's school ensures that after-school and extracurricular activities are accessible to students with disabilities.	15	39	24	10	3	5
27) My child receives all the supports documented in his or her transition plan.	16	35	29	8	1	7
28) My child's school trains teacher and staff on how to prevent and respond to harassment, teasing and bullying of children with disabilities.	10	37	28	14	4	3
29) My child's school regularly evaluates whether my child's program continues to meet his/her needs.	17	45	20	9	1	4
30) My child's teachers and service providers have the resources they need, such as books and equipment, to provide my child with effective services.	18	43	20	9	2	4
31) My child is educated in regular classes, with supports, to the maximum extent appropriate.	21	48	12	10	1	4
32) The school principal does everything possible to support the provision of appropriate special education services in the school.	16	36	18	15	7	4
33) Teachers and administrators at my child's school ensure that students with disabilities have the same opportunities to learn and participate in school programs as students without disabilities.	21	42	22	6	2	3



SPP Template – Part B (3)

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QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	N/A
34) Teachers and administrators at my child's school have the expectation that students with disabilities will participate or have the opportunity to participate in all programs (e.g., academics, fundraising events, sports, ect.).	22	41	23	4	2	4
35) Over the past year, special education services have had a positive impact on my child's progress in academic area(s).	19	32	34	4	1	6
36) My child has the opportunity to participate in school activities such as sports, field trips, clubs and assemblies with students without disabilities.	31	43	14	3	1	4
37) My child is treated with respect.	24	46	9	12	1	4
38) My child feels safe at school.	22	46	12	11	0	5
39) My child is welcomed in his or her class.	25	43	9	15	0	4
40) My child is valued as a learner in his or her class.	31	47	8	6	1	3
41) I attend meetings of a district-level committee on special education services.	19	31	21	16	3	6
42) I attend meetings of a program/school advisory committee on special education services.	23	31	16	17	3	6
43) I attend meetings of the school's Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO).	24	40	5	17	6	4
44) I attend meetings of an organization for parents of children with disabilities.	15	31	23	18	3	6
45) I attend training sessions relating to the needs of children with disabilities and their families.	22	35	14	16	2	7
46) I meet with my child's teacher(s) to discuss my child's needs or progress.	40	37	13	1	1	4
TOTAL	923	1660	933	546	144	210



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Appendix C

Part B State Performance Plan: 2005-2010
(OMB NO: 1820-0624 / Expiration Date: 01/31/2006)

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**Bureau of Indian Affairs, Office of Indian Education Programs
Action Plan to Review/Restructure Monitoring System
December 2005**

NEED	ACTION	PARTICIPANTS	TIMELINE*
1. Assemble a task force to address OIEP monitoring restructuring.	Hold meeting to: a) get input from group related to suggested needs b) review, edit proposed actions c) sub-divide for tasks as needed d) develop work schedule to complete task by Fall 2006	Central office staff Center for School Improvement Staff Agency Staff School Representatives	First meeting by: January 31, 2006
2. Clearly identify purpose of monitoring.	<i>Possible:</i> a) Write policy and have included in the eligibility document. b) Determine whether to continue school-wide and if so address how.	Central office staff Center for School Improvement Staff Agency Staff School Representatives	Finalized by Fall 2006
3. Identify components of monitoring. (From site visit to correction of non-compliances)	<i>Possible:</i> a) List all components such as: Self-Assessment, Site Visit, Report (all parts), Corrective Action Plan with timelines, TA needed/provided, Documentation Required (and who will verify), etc. b) Contact NCSEAM for assistance.	Subgroup of above plus support from Mountain Plains Regional Resource Center	Finalized by Fall 2006



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<p>4. Identify roles and responsibilities of those who should be involved in monitoring.</p>	<p><i>Possible:</i></p> <ul style="list-style-type: none"> a) Make list and provide written role definitions b) Determine value of component as is or needed change. c) Distribute to field/train 	<p>Subgroup of above plus any contract monitors</p>	<p>Finalized Fall 2006</p>
<p>5. Follow-up and ensure correction of all identified non-compliance issues in a timely manner.</p>	<p><i>Possible:</i></p> <ul style="list-style-type: none"> a) Define who has responsibility for documenting progress toward correction of non-compliance. b) Develop documentation requirements and time-lines to show correction as required. c) Develop specific sanctions for non-corrections. d) Develop policy per who makes the determination to apply sanctions. 	<p>Lead Education Specialist – Special Education Central Office Staff Education Line Officers</p>	<p>Finalized Fall 2006</p>
<p>6. Identify options at each step of the process. (Example: what TA is available; what supports can be provided; what sanctions can be applied if needed, etc.)</p>	<p><i>Possible:</i></p> <ul style="list-style-type: none"> a) Develop a decision tree with sequence, timelines, and clear definers of possible actions b) Identify resources to support actions 	<p>CSI staff for review by all</p>	<p>March 2006</p>



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<p>7. Address communication. Are reports useful to school and or the monitors for either giving support or tracking needed changes.</p>	<p><i>Possible:</i> a) Survey schools that have been monitored regarding the reports received, (understandability, usefulness, guidance to further actions, etc.) b) Have team review results and design consistent format and required elements for reports.</p>	<p>Subgroup of above</p>	<p>May 2006</p>
<p>8. Develop a data-base that allows tracking of non-compliances, corrections and time lines</p>	<p><i>Possible:</i> a) review current monitoring data to determine functionality, what else is needed, etc. b) Develop a data base to track all aspects of monitoring data.</p>	<p>Review by above. Support from IT Offices</p>	<p>Finalized Fall 2006</p>
<p>9. Develop training materials for distribution to the field regarding both the monitoring process and the reasons for the process.</p>	<p><i>Possible:</i> a) Identify varied media for training (i.e., electronic material, written material, video, perhaps some web-based, etc.) b) Identify OIEP unique issues such as culturally appropriate factors, language, etc.</p>	<p>Include practitioners as well as media and technology expertise.</p>	<p>Finalized Fall 2006</p>

*It is anticipated each area will have subtasks and some earlier due dates.



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The above plan is a skeletal plan that will be developed by a larger team of participants which will include school level, agency level and central office staff. A member of the Advisory Council will be asked to participate. Community participation will be solicited, such as parents or other interested parties.

Box for sanctions – etc.



Appendix N: Report of Provision of Early Intervening Services

TABLE 8

REPORT ON PROVISION OF EARLY INTERVENING SERVICES

2005-2006 School Year

General Instructions

1. Counts should cover the entire school year.
2. No sampling is permitted for this data collection.
3. This data collection pertains to services that the LEA may provide, using up to 15 percent of IDEA Part B funds, to students who have NOT been identified as needing special education and related services but who need additional academic and behavioral support to succeed in a general education environment.
4. Include children in grades kindergarten through 12.

Specific Instructions for Section B1: Provision of Early Intervening Services

- Row 1. Report the total number of students who received early intervening services at any point during the course of the reporting year. This is an unduplicated count. A student should be included in this count even if the student received early intervening services and was later determined to be eligible for special education and related services during the same reporting year.
- Row 2. Report the total number of students in the 2005 child count who received early intervening services anytime during the preceding two school years (2003-2004 and 2004-2005). This is an unduplicated count. If the reporting year is the first year early intervening services were available, the count in Row 2 will be zero.

Specific Instructions for Section B2: Local Education Agencies Providing Early Intervening Services

- Row 3. Report the total number of LEAs in the State that provided early intervening services during the current reporting year. This is an unduplicated count.
- Row 4. Report the total number of students with and without disabilities, grades kindergarten through 12, enrolled in all the LEAs that provided early intervening services during the reporting year. This number should be the fall enrollment count from the LEAs.



U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

PAGE 1 OF 1

OMB NO.: 1820-XXXX
FORM EXPIRES: XX/XX/20XX

STATE: _____

TABLE 8

REPORT ON PROVISION OF EARLY INTERVENING SERVICES
2005-2006 SCHOOL YEAR

SECTION B1: PROVISION OF EARLY INTERVENING SERVICES	
1. Number of students <u>without</u> Individualized Education Programs (IEPs) who received early intervening services during the 2005-2006 school year	
2. Number of students in the 2005 child count who received early intervening services anytime in the past two school years (2003-2004 and 2004-2005)	
SECTION B2: LOCAL EDUCATION AGENCIES PROVIDING EARLY INTERVENING SERVICES	
3. Number of LEAs that provided early intervening services during the 2005-2006 school year	
4. Number of students enrolled in the LEAs that provided early intervening services during the 2005-2006 school year	

ORIGINAL SUBMISSION/REVISION
CURRENT DATE: _____



Appendix O: NASIS to WebISEP Interface Files

**NASIS – to – WebISEP Interface Files
File Specifications
10/13/05**

All files should be flat ASCII text files. Fields should be separated by a comma (,) and character fields should be quoted (e.g., "Smith"). Character fields should not contain trailing spaces and cannot exceed the lengths described below. Date fields should be treated the same as character (quoted) and formatted mm/dd/yyyy, including the slashes.

Null fields, where allowed, can be indicated by consecutive commas, for example, "Smith", "John", "M" indicates a null middle name.

File (1) – School_Calendars

Criteria: One record for each school that participated in the NASIS system for the requested school year. If the school did not provide instructional services, the instructional fields (Inst_...) must be null. If the school did not provide residential services, the residential fields (Res_...) must be null.

Field	Type	Max Length	Notes	Required
LocationCode	Char	6	Eg, "A11E13"	Yes
SchoolYear	Num	4	Ending School Year, e.g., 2006.	Yes
Inst_Start_Date	Date	10	First day of instruction for the school year.	See above
Inst_End_Date	Date	10	Last day of instruction for the school year.	
Inst_Days	Num	3	Number of instructional days in the school year.	
Res_Start_Date	Date	10	First day of residential service for the school year.	See above
Res_End_Date	Date	10	Last day of residential service for the school year.	
Res_Days	Num	3	Number of residential service days for the school year.	



File (2) – Students

Criteria: One record for each student that was present for at least one day in any school.
This file should contain ISEP students only.

Field	Type	Max Length	Notes	Required
NASISID	Char	10	Source Student ID	Yes
STID	Num	6	Original WebISEP internal ID, stored in NASIS as "External Student ID". This field must be blank if the record did not originate in WebISEP.	
SSN	Char	9	SSN	Yes
LName	Char	30	Last Name	Yes
FName	Char	30	First Name	Yes
MName	Char	30	Middle Name	
Sex	Char	1	M/F	Yes
DOB	Date	10	mm/dd/yyyy	
Tribe_Code	Char	3	Student's Tribe	
Update_User	Char	50	Last User ID to update this record, if known.	
Update_Date	Date	10	Date of last update, if known	



File (3) – Rosters

Criteria: One record for each student above AND each school the student attended. For example, if a student attended three schools during the school year, that student will have three records (one for each school) in this file.

Note: Bit fields described below should be treated as integers where 0 = False and -1 = True.

Field	Type	Max Length	Notes	Required
LocationCode	Char	6	Eg. "A11E13"	Yes
SchoolYear	Num	4	Eg. 2006	Yes
NASISID	Char	10	Source Student ID	Yes
STID	Num	6	Original WebISEP internal ID, stored in NASIS as "External Student ID". This field must be blank if the record did not originate in WebISEP.	
Grade	Char	2	"01"- "12", "14"=K	
HalfTime	Bit	2	0 or -1	Yes
ProgramType_Code	Char	1	I,R,B	Yes
GiftTalent_Code	Char	1		
Sped_Oct_Code	Num	2		
Sped_Place_Code	Char	1		
RGuid_Oct_Code	Char	1		
ROct_Except	Bit	2	0 or -1	Yes
Language_Development_Code	Char	1		
Enrollment_Date	Date	10	Initial enrollment date for this student for this school.	
Update_User	Char	50	Last User ID to update this record, if known.	
Update_Date	Date	10	Date of last update, if known	



File (4) – Student_Membership

Criteria: One set of records for each Roster record above. A set of records is up to 12 instructional records and up to 12 residential records for each school the student attended.

If the school provides instructional services and the student received instruction (ProgramType_Code “T” or “B”), then the student must have a set of instructional records in this file.

If the school provides residential services and the student resided there (ProgramType_Code “R” or “B”), then the student must have a set of residential records in this file.

The records are organized by thirty-day “blocks” beginning with the first calendar day of instructional or residential services for the school and ending with the last day of respective service. (The final block may represent less than thirty days.)

The Membership_Days field indicates the number of days within the thirty-day block that the student was eligible to be counted (per USG regulations) as a member of the school.

Field	Type	Max Length	Notes	Required
LocationCode	Char	6	Eg. “A11E13”	Yes
SchoolYear	Num	4	Eg. 2006	Yes
NASISID	Char	10	Source Student ID	Yes
STID	Num	6	Original WebISEP internal ID, stored in NASIS as “External Student ID”. This field must be blank if the record did not originate in WebISEP.	
InstRes	Char	1	“T”=Instructional, “R”=Residential	Yes
BlockNum	Num	2	1-12	Yes
Membership_Days	Num	2	0-30. If a student was not eligible to be counted for any days in this block, a record should be included with 0 (not null) in this field.	Yes

Each group of residential records (for a school / school year / student) must contain 1 additional record. The block number must equal zero (0) and the membership_days field equals -1 (True) or 0 (False) indicating: “The student was present for at least 1 night during each of the three count weeks for the school year”. This rule does not apply to the Instructional membership records.



Appendix P: IASIS Survey 2004 – Schools On File

IASIS Survey 2004 - Schools On File				
ELO	Location	School	Date Completed	Rec No
Beatrice Woodward	n34e02	Baca Community School	12/10/2004	70
Beatrice Woodward	N34E03	Dibe Yazhi Habitlin Olta, Inc. (Borrego Pass	12/6/2004	60
Beatrice Woodward	N34E04	Bread Springs Day School	12/7/2004	35
Beatrice Woodward	N34E05	Chi-Ch'll-tah/Jones Ranch Community School	12/7/2004	57
Beatrice Woodward	N34E06	Huerfano Dormitory	12/3/2004	106
Beatrice Woodward	N34E10	Lake Valley Navajo School	12/8/2004	49
Beatrice Woodward	N34E12	Mariano Lake Community School	12/16/2004	107
Beatrice Woodward	N34E13	Ojo Encino Day School	12/10/2004	71
Beatrice Woodward	N34E15	Pueblo Pintado Community School	12/8/2004	75
Beatrice Woodward	N34E16	Tse'ii'ahi'Community School (Standing Rock)	12/10/2004	77
Beatrice Woodward	N34E17	Dlo'Az Azhi Community School	12/10/2004	176
Beatrice Woodward	N34E18	Na'Neelzhiin Ji'Olta (Torreon)	12/16/2004	108
Beatrice Woodward	N34E20	Wingate Elementary School	12/7/2004	73
Beatrice Woodward	N34E21	Wingate High School	12/10/2004	78
Beatrice Woodward	N34E23	T'iists'oozi' Bi'O'Lta (Crownpoint Cmty Sch)	12/14/2004	109
Beatrice Woodward	N34E24	Dzilh-Na-O-Dith-Hle Community School	12/7/2004	66
Beatrice Woodward	N34E25	To'hajilee-he (Canoncito)	12/15/2004	85
Beatrice Woodward	N34E27	Alamo Navajo School	12/13/2004	76
Dan Shroyer	A09E03	Enemy Swim Day School	1/25/2005	175
Dan Shroyer	A09E05	Tiospa Zina Tribal School	1/12/2005	170
Dan Shroyer	A14E04	Crow Creek Sioux Tribal High School	1/12/2005	162
Dan Sosnowski	N32E02	Aneth Community School	12/1/2004	14
Dan Sosnowski	N32E03	Aztec H S Dormitory, School Board, Assoc. Inc.	1/11/2005	155
Dan Sosnowski	N32E04	Beclabito Day School	12/3/2004	9
Dan Sosnowski	N32E05	Cove Day School	12/1/2004	21
Dan Sosnowski	N32E07	Red Rock Day School	1/11/2005	164
Dan Sosnowski	N32E09	Sanostee Day School	12/7/2004	24
Dan Sosnowski	N32E10	T'iis Nazbas Community School (Teecnospos)	12/9/2004	23
Dan Sosnowski	N32E11	Tohaali Community School	12/2/2004	32
Dan Sosnowski	N32E13	Shiprock Alternative Schools, Inc	12/2/2004	153
Dan Sosnowski	N32E15	Shiprock Northwest(Alternative)High	12/2/2004	65
Dan Sosnowski	N32E17	Atsa Biyaazh Community (Shiprock Elem)	12/2/2004	46
Dr. Ben Atencio	M20E02	Sky City Community School	1/4/2005	148
Dr. Ben Atencio	M20E04	Isleta Elementary School	12/17/2004	117
Dr. Ben Atencio	M20E05	Jemez Day School	12/16/2004	114
Dr. Ben Atencio	M20E12	San Felipe Pueblo Elementary School	12/16/2004	118
Dr. Ben Atencio	M20E22	Zia Day School	12/23/2004	138
Dr. Ben Atencio	M20E29	Pine Hill Schools	12/15/2004	121



IASIS Survey 2004 - Schools On File

ELO	Location	School	Date Completed	Rec No
Dr. Ben Atencio	M21E02	Laguna Elementary School	12/15/2004	104
Dr. Ben Atencio	M21E03	Laguna Middle School	12/17/2004	94
Dr. Cheri Farlee	A01E05	Takini	12/1/2004	47
Dr. Cheri Farlee	A01E12	Cheyenne Eagle Butte School	12/10/2004	84
Dr. Cheri Farlee	A01E14	Pierre Indian Learning Center	12/26/2004	139
Dr. Cheri Farlee	A01E15	Tiospaye Topa School	12/7/2004	30
Dr. Jenny Jimenez	M25E13	San Ildefonso Day School	1/3/2005	141
Dr. Jenny Jimenez	M25E14	Ohkay O'Wingeh Community School	12/20/2004	124
Dr. Jenny Jimenez	M25E16	Santa Clara Day School	1/20/2005	174
Dr. Jenny Jimenez	M25E19	Taos Day School	12/22/2004	133
Dr. Jenny Jimenez	M25E20	Te Tsu Geh Oweenge Day School	1/4/2005	150
Dr. Jenny Jimenez	M25E32	Santa Fe Indian School	1/12/2005	166
Dr. Jenny Jimenez	M25E33	Jicarilla Dormitory	12/29/2004	143
Dr. Rena Yazzie	N35E04	Cottonwood Day School	12/1/2004	8
Dr. Rena Yazzie	N35E06	Jeehdeez'a Academy Incorporated	12/27/2004	134
Dr. Rena Yazzie	N35E07	Lukachukai Community School	12/21/2004	131
Dr. Rena Yazzie	N35E09	Nazlini Community School	12/17/2004	95
Dr. Rena Yazzie	N35E11	Rock Point Community School	11/30/2004	16
Dr. Rena Yazzie	N35E12	Rough Rock Community School (Rough Rock Demon	12/9/2004	40
Dr. Rena Yazzie	N35E20	Chinle Boarding School	12/16/2004	116
Dr. Rena Yazzie	N35E21	Many Farms High School	12/8/2004	82
Dr. Rena Yazzie	N35E23	Black Mesa Community School	12/22/2004	130
Emma Jean Blue Ea	A10E03	Rock Creek Day School	1/11/2005	160
Emma Jean Blue Ea	A10E05	Little Eagle Day School	12/20/2004	163
Ernest Clark	S50E09	Chitimacha Tribal School	12/13/2004	72
Ernest Clark	S52E03	Cherokee Central High School	12/10/2004	61
Ernest Clark	S52E04	Cherokee Elementary School	12/10/2004	129
Ernest Clark	S53E02	Ahfachkee Day School	12/9/2004	38
Ernest Clark	S54E02	Miccosukee Indian School	12/10/2004	50
Ernest Clark	S55E02	Indian Township School	12/8/2004	59
Ernest Clark	S56E02	Beatrice Rafferty	12/13/2004	79
Ernest Clark	S57E02	Indian Island School	12/8/2004	56
Ernest Clark	S78E13	Red Water Elementary School	12/16/2004	87
Ernest Clark	S78E14	Standing Pine Elementary School	12/9/2004	25
Ernest Clark	S78E15	Tucker Elementary School	12/9/2004	44
Ernest Clark	S78E21	Boque Chitto Elementary School	12/9/2004	51
Ernest Clark	S78E22	Conchatta Elementary School	12/9/2004	93
Ernest Clark	s78e23	Choctaw Central High School	12/9/2004	55



IASIS Survey 2004 - Schools On File

ELO	Location	School	Date Completed	Rec No
Ernest Clark	S78E24	Choctaw Central Middle School	12/9/2004	26
Ernest Clark	S78E25	Pearl River Elementary School	12/9/2004	54
Fayette Babby	J54E02	Noli School	12/16/2004	119
Fayette Babby	J60E02	Sherman Indian High School	12/10/2004	68
Fayette Babby	J61E03	Duckwater Shoshone Elementary School	1/11/2005	161
Jim Hastings	H65E11	Polacca Day School	12/10/2004	64
Jim Hastings	H65E12	Second Mesa Day School	12/30/2004	144
Jim Hastings	H65E13	Hopi Day School	12/10/2004	52
Jim Hastings	H65E14	Hotevilla Bacavi Community School	1/4/2005	147
Jim Hastings	H65E15	Moencopi Day School	12/9/2004	45
Jim Hastings	H65E21	Keams Canyon Boarding School	12/9/2004	39
Jim Hastings	H65E22	Hopi High School	1/10/2005	159
Jim Hastings	H65E23	Havasupai School	12/10/2004	63
Joe Frazier	N33E02	Chilchinbeto Community School, Inc.	1/10/2005	154
Joe Frazier	N33E04	Dennehotso Boarding School	12/2/2004	19
Joe Frazier	N33E08	Kayenta Boarding School	12/9/2004	140
Joe Frazier	N33E11	Navajo Mountain Boarding School (Naa Tisis' C	12/9/2004	42
Joe Frazier	N33E13	Tonalea (Red Lake) Day School	12/2/2004	20
Joe Frazier	N33E15	Rocky Ridge Boarding School	12/7/2004	36
Joe Frazier	N33E16	Shonto Boarding School (Shonto Preporatory School)	12/2/2004	89
Joe Frazier	N33E19	Tuba City Boarding School	12/10/2004	115
John A. Reimer	P02E02	Chemawa Indian School	1/3/2005	149
John A. Reimer	P05E02	Coeur D'Alene Tribal School	1/4/2005	145
John A. Reimer	P10E13	Wa He Lut Indian School	1/13/2005	168
John A. Reimer	P10E14	Lummi Tribal School	1/6/2005	151
John A. Reimer	P10E15	Chief Leschi School System	1/11/2005	156
John A. Reimer	P10E16	Muckleshoot Tribal School	1/13/2005	173
John A. Reimer	P13E20	Two Eagle River School	1/4/2005	152
Joy Martin	B01E02	Riverside Indian School	12/21/2004	137
Joy Martin	B04E06	Kickapoo Nation School	12/29/2004	136
Joy Martin	B07E02	Eufaula Dormitory	1/4/2005	146
Joy Martin	B08E02	Sequoyah High School	12/21/2004	135
Joy Martin	B09E02	Jones Academy	1/13/2005	167
Karen Dawson	H54E11	Santa Rosa Ranch School	12/17/2004	111
Karen Dawson	H54E21	Santa Rosa Boarding School	12/17/2004	112
Karen Dawson	H54E22	San Simon School	12/17/2004	110
Karen Dawson	H54E25	Tohono O'Odham High School	12/20/2004	113
Karen Dawson	H57E12	Blackwater Community School	12/20/2004	123



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ELO	Location	School	Date Completed	Rec No
Karen Dawson	H57E13	Casa Blanca Community School	1/11/2005	171
Karen Dawson	H57E14	Gila Crossing Day School	12/20/2004	122
Karen Dawson	H57E19	Salt River Day School (Salt River Elem. Schoo	1/13/2005	172
Kevin Skenandore	H52E11	Cibecue Community School	12/8/2004	29
Kevin Skenandore	H52E12	John F. Kennedy Day School	12/1/2004	27
Kevin Skenandore	H52E21	Theodore Roosevelt School	12/6/2004	28
Levon French	C51E03	Blackfeet Dormitory	12/7/2004	92
Levon French	C57E04	Busby School (Northern Cheyenne Tribal School	12/2/2004	91
Levon French	C58E10	St. Stephens Indian School	12/8/2004	90
Neva Sherwood	A06E02	American Horse School	12/16/2004	88
Neva Sherwood	A06E05	Little Wound Day School	12/20/2004	132
Neva Sherwood	A06E06	Wounded Knee School District	12/9/2004	41
Neva Sherwood	A06E16	Pine Ridge School	1/13/2005	169
Neva Sherwood	A06E23	Crazy Horse School	1/11/2005	157
Neva Sherwood	A07E09	St. Francis Indian School	12/10/2004	69
Neva Sherwood	A07E10	Sicangu Owaye Oti (Rosebud Dormitory)	12/12/2004	80
Neva Sherwood	A07E12	Marty Indian School	12/3/2004	81
Rose M. Davis	A11E02	Dunseith Day School	12/7/2004	43
Rose M. Davis	A11E08	Ojibwa Indian School	12/9/2004	31
Rose M. Davis	A11E09	Turtle Mountain Elementary School	12/7/2004	34
Rose M. Davis	A11E10	Turtle Mountain Middle School	12/8/2004	17
Rose M. Davis	A11E11	Turtle Mountain High School	12/7/2004	37
Rose M. Davis	A11E12	Trenton School (FY97; formerly private dorm)	12/10/2004	48
Rose M. Davis	A11E13	Mandaree Day School	12/20/2004	120
Rose M. Davis	A11E14	Twin Buttes Day School	12/13/2004	105
Rose M. Davis	A11E15	White Shield School	12/21/2004	126
Terry Portra	F51E02	Meskwaki Settlement School	12/2/2004	33
Terry Portra	F53E13	Bug-O-Nay-Ge Shig School	12/10/2004	83
Terry Portra	F53E14	Circle of Life Survival School	10/2/2004	18
Terry Portra	F53E15	Fond du Lac Ojibwe School (Fond Du Lac Ojibwe)	12/8/2004	74
Terry Portra	F53E18	Nay Ah Shing School	12/17/2004	125
Terry Portra	F55E14	Lac Courte Oreilles Ojibwa School	1/11/2005	158
Terry Portra	F55E15	Oneida Nation School System (Oneida Tribal Sc	12/8/2004	67
Terry Portra	F58E04	Menominee Tribal School	12/9/2004	62
Terry Portra	F60E02	Joseph K. Lumsden Bahweting P.S.A.	12/1/2004	53
Terry Portra	F60E07	Hannahville Indian School (Nah Tah Wahsh PSA)	12/21/2004	127
Terry Portra	F70E02	Flandreau Indian School	12/2/2004	86
Terry Portra	F80E02	Circle Of Nations Wahpeton Ind. Brdg School	12/1/2004	15

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ELO	Location	School	Date Completed	Rec No
Winnifred Peters	N36E03	Ch'ooshgai Community School	12/15/2004	96
Winnifred Peters	N36E05	Crystal Boarding School	12/8/2004	97
Winnifred Peters	N36E06	Dilcon Boarding School	12/17/2004	128
Winnifred Peters	N36E08	Greasewood Springs Boarding School	1/12/2005	165
Winnifred Peters	N36E09	Holbrook Dormitory	12/3/2004	98
Winnifred Peters	N36E11	Hunters Point Boarding School	12/7/2004	99
Winnifred Peters	N36E14	Kin dah Lichi'i Olta'	12/13/2004	142
Winnifred Peters	N36E18	Pine Springs Day School	12/10/2004	100
Winnifred Peters	N36E19	Seba Dalkai	12/7/2004	101
Winnifred Peters	N36E24	Wide Ruins Boarding School	12/17/2004	102
Winnifred Peters	N36E25	Winslow Residential Hall	12/7/2004	103

Schools Found: 163



Appendix Q: IASIS Survey 2004 – Current Applications

IASIS Survey - Current Applications												
ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
<i>Beatrice Woodward</i>												
Alamo Navajo School	<input checked="" type="checkbox"/> School Master		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Baca Community School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Bread Springs Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Chi-Ch'i-tah/Jones Ranch Communit	<input checked="" type="checkbox"/> School Master		2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Dibe Yazhi Habitlin Olla, Inc. (Borreg	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Dlo'ay Azhi Community School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Dzilth-Na-O-Dih-Hie Community Sch	<input checked="" type="checkbox"/> School Master		0	<input checked="" type="checkbox"/> DTS		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Huerfano Dormitory	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Lake Valley Navajo School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Mariano Lake Community School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Na'Neelzhiin Ji'Olla (Torreon)	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Ojo Encino Day School	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Data Trac		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Pueblo Pintado Community School	<input checked="" type="checkbox"/> School Master		2	<input checked="" type="checkbox"/> DTS		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
T'ists'oozi' Bi'O'La (Crownpoint Cmt	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
To'hajilee-he (Canoncito)	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Tsee'lah'Community School (Standin	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Wingate Elementary School	<input checked="" type="checkbox"/> School Master		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Wingate High School	<input checked="" type="checkbox"/> School Master	5.23	7	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> School Master	5.23	7

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
<i><u>Dan Shroyer</u></i>												
Crow Creek Sioux Tribal High School	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
Enemy Swim Day School	<input checked="" type="checkbox"/>	Powerschool	1	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
Tiropa Zina Tribal School	<input checked="" type="checkbox"/>	Administrator's Plus	14	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<i><u>Dan Sosnowski</u></i>												
Aneth Community School	<input checked="" type="checkbox"/>	School Master	5.22	1	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Atsa Biyaazh Community (Shiprock)	<input checked="" type="checkbox"/>	Powerschool	4.0.2	1	<input type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	Powerschool	4.0.2 1
Aztec H S Dormitory, School Board,	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Becklito Day School	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Cove Day School	<input checked="" type="checkbox"/>	School Master	5.24	1	<input type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>		
Red Rock Day School	<input checked="" type="checkbox"/>	SWIS		0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Sanostee Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Shiprock Alternative Schools, Inc	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Shiprock Northwest(Alternative)High	<input checked="" type="checkbox"/>	Powerschool	4.0.2	1	<input type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	Powerschool	4.0.2 1
Tlis Nazbas Community School (Tee)	<input checked="" type="checkbox"/>	Access	2000	5	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Tohaali Community School	<input checked="" type="checkbox"/>	School Master		0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
<i><u>Dr. Ben Atencio</u></i>												
Isleta Elementary School	<input checked="" type="checkbox"/>	Edu-Test, Renaissance, Zangle		0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Jemez Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
Laguna Elementary School	<input checked="" type="checkbox"/>	SASIXP		2	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Laguna Middle School	<input checked="" type="checkbox"/>	SASIXP		3	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Pine Hill Schools	<input checked="" type="checkbox"/>	SASI		4	<input checked="" type="checkbox"/>	Meal Time	<input type="checkbox"/>			<input type="checkbox"/>		
San Felipe Pueblo Elementary Scho	<input checked="" type="checkbox"/>	WinSchool		2	<input checked="" type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	Health Office 2000	
Sky City Community School	<input type="checkbox"/>			0	<input checked="" type="checkbox"/>	Daily Meal Count w/ State	<input type="checkbox"/>			<input type="checkbox"/>		
Zia Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
<i><u>Dr. Cheri Farlee</u></i>												
Cheyenne Eagle Butte School	<input checked="" type="checkbox"/>	Infinite Campus		1	<input type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	Health Master	
Pierre Indian Learning Center	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Takini	<input checked="" type="checkbox"/>	Infinite Campus		3	<input checked="" type="checkbox"/>	Lunch Box	<input type="checkbox"/>			<input checked="" type="checkbox"/>	Health Office 2000	
Tiropaya Topa School	<input checked="" type="checkbox"/>	Infinite Campus		3	<input checked="" type="checkbox"/>	Lunch Box	3.x	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Health Master Office	2002
<i><u>Dr. Jenny Jimenez</u></i>												
Jicanilla Dormitory	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Ohkay O'Wingah Community School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
San Ildefonso Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Santa Clara Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Santa Fe Indian School	<input checked="" type="checkbox"/>	WinSchool		0	<input type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	Health Office 2000	
Taos Day School	<input checked="" type="checkbox"/>	Access		4	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
Te Tsu Geh Oweenge Day School	<input type="checkbox"/>			0	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		

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IASIS Survey - Current Applications												
ELO <i>School</i>	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>
<i>Dr. Rena Yazzie</i>												
Black Mesa Community School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0
Chinle Boarding School	<input checked="" type="checkbox"/>	School Master	4	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	School Master	4
Cottonwood Day School	<input checked="" type="checkbox"/>	School Master	2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Jeehdeez'a Academy Incorporated	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Lukachukai Community School	<input checked="" type="checkbox"/>	School Master	5.0	2	<input checked="" type="checkbox"/>	Nutri Kids	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	School Master	4.15
Mary Farms High School	<input checked="" type="checkbox"/>	School Master	3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	School Master	Windo
Nazini Community School	<input checked="" type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Rock Point Community School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Rough Rock Community School (Ro	<input checked="" type="checkbox"/>	School Master	5.22F	4	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>	0	<input type="checkbox"/>		0
<i>Emma Jean Blue Earth</i>												
Little Eagle Day School	<input checked="" type="checkbox"/>	SimsNet	3.0	0	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Rock Creek Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Ernest Clark</i>												
Ahfachkee Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Beatrice Rafferty	<input checked="" type="checkbox"/>	Powerschool	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Boque Chitto Elementary School	<input checked="" type="checkbox"/>	Columbia	DOS	14	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Cherokee Central High School	<input checked="" type="checkbox"/>	SASIXP	6	<input checked="" type="checkbox"/>	MAPS	6	<input checked="" type="checkbox"/>	Boys Club Managed	0	<input checked="" type="checkbox"/>	Boys Club Managed	0
Cherokee Elementary School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Chilimacha Tribal School	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
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IASIS Survey - Current Applications												
ELO <i>School</i>	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>
Choctaw Central High School	<input checked="" type="checkbox"/>	Zangle	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	Zangle	0
Choctaw Central Middle School	<input checked="" type="checkbox"/>	Columbia	DOS	10	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Conehatta Elementary School	<input checked="" type="checkbox"/>	Columbia/DOS	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Indian Island School	<input checked="" type="checkbox"/>	Powerschool	3.7	1	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	Powerschool	3.7
Indian Township School	<input checked="" type="checkbox"/>	Powerschool	1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Micosukee Indian School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Pearl River Elementary School	<input checked="" type="checkbox"/>	Columbia	DOS	0	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Red Water Elementary School	<input checked="" type="checkbox"/>	Columbia	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Standing Pine Elementary School	<input checked="" type="checkbox"/>	Columbia	DOS	14	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Tucker Elementary School	<input checked="" type="checkbox"/>	Columbia	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Fayette Bobby</i>												
Duckwater Shoshone Elementary Sc	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Nofi School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Sherman Indian High School	<input checked="" type="checkbox"/>	SASI	5.x	4	<input checked="" type="checkbox"/>	Rodlan	0	<input type="checkbox"/>	0	<input type="checkbox"/>		0
<i>Jim Hastings</i>												
Havasupai School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Hopi Day School	<input checked="" type="checkbox"/>	School Master	1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Hopi High School	<input checked="" type="checkbox"/>	SASI	9	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	NCS-SASI	9
Hotevilla Bacavi Community School	<input checked="" type="checkbox"/>	School Master	2.24	4	<input type="checkbox"/>	0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>	School Master	0
Keams Canyon Boarding School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
Moencopi Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Polecca Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Second Mesa Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Joe Frazier</i>												
Chichibeto Community School, Inc.	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Denneholso Boarding School	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Kayenta Boarding School	<input checked="" type="checkbox"/> SASI		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Navajo Mountain Boarding School (N	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Rocky Ridge Boarding School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Shonto Boarding School (Shonto Pre	<input checked="" type="checkbox"/> SASIXP	5580.4	5	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Bus Master		0	<input checked="" type="checkbox"/> SASIXP		0
Tonalea (Red Lake) Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Tuba City Boarding School	<input checked="" type="checkbox"/> School Master	5	1	<input checked="" type="checkbox"/> Meal Time		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> School Master		0
<i>John A. Reimer</i>												
Chemawa Indian School	<input checked="" type="checkbox"/> Zangle	2004.1	2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Chief Leschi School System	<input checked="" type="checkbox"/> C-Innovation, Zangle		4	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Coeur D'Alene Tribal School	<input checked="" type="checkbox"/> Powerschool		1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Lummi Tribal School	<input checked="" type="checkbox"/> WestPac		1	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> WestPac		1
Muckleshoot Tribal School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Two Eagle River School	<input checked="" type="checkbox"/> WinSchool	5.2	5	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Wa He Lut Indian School	<input checked="" type="checkbox"/> School Master		1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
<i>Joy Martin</i>												
Eufaula Dormitory	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Jones Academy	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Kickapoo Nation School	<input checked="" type="checkbox"/> WinSchool		4	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Riverside Indian School	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0
Sequoyah High School	<input checked="" type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Karen Dawson</i>												
Blackwater Community School	<input checked="" type="checkbox"/> School Master		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Casa Blanca Community School	<input checked="" type="checkbox"/> SASI	3.6	5	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Gila Crossing Day School	<input checked="" type="checkbox"/> Zangle		6	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Zangle		0
Salt River Day School (Salt River Ele	<input checked="" type="checkbox"/> SASIXP	6.0	2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
San Simon School	<input checked="" type="checkbox"/> School Master		1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Santa Rosa Boarding School	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Santa Rosa Ranch School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Tehono O'Odham High School	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Kevin Skenandore</i>												
Cibecue Community School	<input checked="" type="checkbox"/> School Master	4.18	3	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
John F. Kennedy Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Theodore Roosevelt School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
<i>Levon French</i>												
Blackfeet Dormitory	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Busby School (Northern Cheyenne T	<input checked="" type="checkbox"/> School Master		2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
St. Stephens Indian School	<input checked="" type="checkbox"/> C-Innovation		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0
<i>Neva Sherwood</i>												
American Horse School	<input checked="" type="checkbox"/> SMIS SD State		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Crazy Horse School	<input checked="" type="checkbox"/> SASI		10	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Little Wound Day School	<input checked="" type="checkbox"/> WinSchool		4	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Martyr Indian School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Pine Ridge School	<input checked="" type="checkbox"/> School World		5	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Stangu Owaye Oti (Rosebud Dormit	<input checked="" type="checkbox"/> Redicker SoftwareOdyssey		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
St. Francis Indian School	<input checked="" type="checkbox"/> SASIXP	5.5	4	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> SASIXP	5.5	0
Wounded Knee School District	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Rose M. Davis</i>												
Dunseith Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Mandaree Day School	<input checked="" type="checkbox"/> SWIS/Powerschool		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Ojibwa Indian School	<input checked="" type="checkbox"/> School Master		1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Trenton School (FY97; formerly priva	<input checked="" type="checkbox"/> JMC	2054	3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Turtle Mountain Elementary School	<input checked="" type="checkbox"/> Powerschool		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Thor		2
Turtle Mountain High School	<input checked="" type="checkbox"/> Powerschool		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Thor		2

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
Turtle Mountain Middle School	<input checked="" type="checkbox"/> Powerschool		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Thor		2
Twin Buttes Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
White Shield School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Terry Portra</i>												
Bug-O-Nay-Ge Shig School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Circle of Life Survival School	<input checked="" type="checkbox"/> JMC		1	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0
Circle Of Nations Wahpeton Ind. Brd	<input checked="" type="checkbox"/> Excel		2	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Excel		0
Piandreau Indian School	<input checked="" type="checkbox"/> Cafeteria Terminal	4.3	3	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Fond du Lac Ojibwa School (Fond D	<input checked="" type="checkbox"/> Infinite Campus		4	<input checked="" type="checkbox"/> WinSnap	2.1.6	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Hannahville Indian School (Nah Tah	<input checked="" type="checkbox"/> Powerschool		4	<input checked="" type="checkbox"/> Powerschool		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0
Joseph K. Lumsden Bahwelling P.S.	<input checked="" type="checkbox"/> Powerschool	3.7.2	3	<input checked="" type="checkbox"/> Powerschool	3.7.2	3	<input checked="" type="checkbox"/> Powerschool	3.7.2	0	<input checked="" type="checkbox"/> Powerschool	3.7.2	0
Lac Courte Oreilles Ojibwa School	<input checked="" type="checkbox"/> SASIXP	6.02	6	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Menominee Tribal School	<input checked="" type="checkbox"/> SASIXP	6100.4	4	<input checked="" type="checkbox"/> Lunch Cashier system by Wordware		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> SASIXP		0
Meskweki Settlement School	<input checked="" type="checkbox"/> Administrator's Plus		3	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Student Health Manager		3
Nay Ah Shing School	<input checked="" type="checkbox"/> TIES		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Oneida Nation School System (Onei	<input checked="" type="checkbox"/> Comprehensive Information Mgmt System	8.01	11	<input checked="" type="checkbox"/> Computer Assisted Food Service	DOS/98	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
<i>Winnifred Peters</i>												
Ch'ooshgai Community School	<input checked="" type="checkbox"/> SASI	5.5	0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
Crystal Boarding School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Dilcon Boarding School	<input checked="" type="checkbox"/> Excel/Windows	2000	2	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Excel		2	<input checked="" type="checkbox"/> Excel		2
Greasewood Springs Boarding Scho	<input checked="" type="checkbox"/> SASI		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Helbrook Dormitory	<input type="checkbox"/>		0	<input checked="" type="checkbox"/> Fixed Assets		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Hunters Point Boarding School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Kin dah Lich'i Oita'	<input type="checkbox"/>		0	<input checked="" type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Pine Springs Day School	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Seba Dalkai	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Wide Ruins Boarding School	<input checked="" type="checkbox"/> School Master	5.24a	1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0
Winslow Residential Hall	<input checked="" type="checkbox"/> Access		1	<input type="checkbox"/>		0	<input type="checkbox"/>		0	<input type="checkbox"/>		0

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IASIS Survey - Current Applications

ELO School	Student Information System			Cafeteria Mgmt System			Transportation System			Health Mgmt System		
	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs	Application	Version	Yrs
Summary - Applications Reported by Schools												
Student Information Systems				Cafeteria Management Systems								
<i>(Number of Schools)</i>				<i>(Number of Schools)</i>								
Access			(3)	Computer Assisted Food Service								(1)
Administrator's Plus			(2)	Daily Meal Count w/ Stale								(1)
Cafeteria Terminal			(1)	Data Trac								(1)
C-Innovation			(1)	DTS								(2)
C-Innovation, Zangle			(1)	Fixed Assets								(1)
Columbia			(6)	Lunch Box								(2)
Columbia/DOS			(1)	Lunch Cashier system by Wordware								(1)
Comprehensive Information Mgmt System			(1)	MAPS								(1)
Edu-Test, Renaissance, Zangle			(1)	Meal Time								(2)
Excel			(1)	Nutri Kids								(1)
Excel/Windows			(1)	Powerschool								(2)
Infinite Campus			(4)	Rodlan								(1)
JMC			(2)	ValnSnap								(1)
Powerschool			(12)									
Redicker SoftwareOdyssey			(1)									
SASI			(8)									
SASIXP			(8)									
School Master			(24)									
School World			(1)									
SimsNet			(1)									
SMIS SD State			(1)									
SWIS			(1)									
SWIS/Powerschool			(1)									
TIES			(1)									
WestPac			(1)									
WinSchool			(5)									
Zangle			(3)									

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IASIS Survey - Current Applications

<i>ELO</i> <i>School</i>	<i>Student Information System</i>			<i>Cafeteria Mgmt System</i>			<i>Transportation System</i>			<i>Health Mgmt System</i>			
	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	<i>Application</i>	<i>Version</i>	<i>Yrs</i>	
<i>Transportation Systems</i>	<i>(Number of Schools)</i>						<i>Health Management Systems</i>	<i>(Number of Schools)</i>					
Boys Club Managed			(1)				Boys Club Managed					(1)	
Bus Master			(1)				Bus Master					(1)	
Excel			(1)				Excel					(1)	
Powerschool			(1)				Powerschool					(1)	



Appendix R: IASIS Survey 2004 – Training Requirements

		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
ELO	School	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Beatrice Woodward	Alamo Navajo School	1	0	2	0	0	0	0	0	37	0	10	0	0	0	0	0
	Baca Community School	1	0	1	0	2	0	3	0	26	1	17	0	0	0	1	1
	Bread Springs Day School	1	0	1	0	1	0	1	0	10	0	5	0	0	0	1	0
	Chi-Chil-tah/Jones Ranch Community	2	2	1	1	1	1	2	2	14	14	5	5	4	4	1	1
	Dibe Yazhi Habitlin Olta, Inc. (Borrego)	1	1	1	1	1	1	1	1	16	16	0	0	0	0	0	0
	Dic'Ay Azhi Community School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Dzilth-Na-O-Dilh-Hle Community Scho	2	2	1	1	1	1	4	4	17	17	12	12	7	7	2	1
	Huerfano Dormitory	1	1	1	1	2	2	2	2	1	1	1	1	11	11	1	1
	Lake Valley Navajo School	1	1	1	1	1	1	0	0	7	7	8	8	6	6	1	1
	Mariano Lake Community School	1	0	1	0	3	0	1	0	12	0	8	0	7	0	1	0
	Na'Neelzhin Jr'Olta (Torreon)	1	1	1	1	2	2	3	3	18	18	17	17	0	0	2	2
	Ojo Encino Day School	1	1	1	1	0	0	2	2	15	15	11	11	0	0	0	0
	Pueblo Pintado Community School	2	2	1	1	5	3	2	2	22	15	23	23	12	12	1	1
	T'lits'ooz' Bi'OLta (Crowpoint Cmty)	3	3	1	1	5	5	1	1	38	38	15	6	11	2	2	2
	To'hajilee-he (Canoncito)	2	2	2	2	1	1	2	2	25	25	13	13	0	0	2	2
	Tse'l'ah'i Community School (Standing)	1	1	1	1	1	1	0	0	10	10	11	11	0	0	1	1
	Wingate Elementary School	5	5	1	1	10	10	10	10	55	55	60	60	60	60	1	1
Wingate High School	9	9	8	8	3	3	4	4	62	62	25	25	70	70	1	1	
Total Staff		35		26		39		38		385		241		188		18	
Total Trainees		31		21		31		33		294		192		172		15	
Dan Shroyer	Crow Creek Sioux Tribal High School	5	5	4	4	0	0	9	9	63	63	19	19	20	20	3	3
	Energy Swim Day School	1	0	2	0	1	0	4	2	14	0	4	0	0	0	1	1
	Tloepa Zina Tribal School	5	5	5	5	2	2	4	4	53	10	17	0	0	0	1	1
Total Staff		11		11		3		17		130		40		20		5	
Total Trainees		10		9		2		15		73		19		20		5	

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		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
ELO	School	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Dan Sosnowski	Aneth Community School	1	1	1	1	6	6	1	1	21	21	3	3	7	7	2	2
	Alsa Biyaazh Community (Shiprock El)	1	1	1	1	1	1	2	1	36	36	4	4	0	0	1	1
	Aztec H S Dormitory, School Board, A	0	0	1	1	3	3	1	1	0	0	0	0	0	0	0	0
	Beclabito Day School	1	1	1	1	2	2	2	2	8	8	2	2	0	0	2	2
	Cove Day School	0	0	1	1	1	1	2	2	5	5	4	4	0	0	1	0
	Red Rock Day School	1	1	1	1	1	1	1	1	18	18	5	5	0	0	2	2
	Sanostee Day School	1	0	1	0	1	0	0	0	9	0	0	0	0	0	1	0
	Shiprock Alternative Schools, Inc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Shiprock Northwest(Alternative)High	3	3	1	1	1	1	2	2	17	17	6	6	25	10	1	1
	T'lis Nazbas Community School (Teec)	2	2	1	1	2	2	2	2	20	20	9	9	0	0	1	1
	Tohaali Community School	2	2	1	1	2	2	3	3	22	22	11	11	7	7	1	1
Total Staff		12		10		20		16		156		44		39		12	
Total Trainees		11		9		19		15		147		44		24		10	
Dr. Ben Alencio	Isleta Elementary School	1	1	1	1	2	2	0	0	19	19	3	3	0	0	1	1
	Jemez Day School	1	1	1	1	0	0	1	1	11	11	7	7	0	0	1	1
	Laguna Elementary School	2	2	1	1	3	3	4	4	28	28	16	16	0	0	2	2
	Laguna Middle School	1	0	1	0	1	0	2	0	18	0	5	0	0	0	2	0
	Pine Hill Schools	3	3	4	4	5	5	8	8	37	37	9	9	17	13	1	1
	San Felipe Pueblo Elementary School	1	1	1	1	1	1	3	3	30	30	15	15	0	0	1	0
	Sky City Community School	1	1	1	1	0	0	4	4	18	18	8	8	0	0	1	1
	Zia Day School	0	0	1	1	0	0	2	2	12	12	2	2	0	0	1	1
Total Staff		10		11		12		24		173		65		17		10	
Total Trainees		9		10		11		22		155		60		13		7	

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IASISurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Dr. Cheri Farlee	Cheyenne Eagle Butte School	8	8	6	6	5	5	10	10	63	63	0	0	0	0	1	1
	Pierre Indian Learning Center	0	0	0	0	1	1	3	3	0	0	0	0	0	0	0	0
	Takini	2	2	2	2	4	4	3	3	20	20	13	8	0	0	1	1
	Ticspaye Topa School	0	0	2	2	0	0	3	3	22	22	5	5	0	0	1	1
Total Staff		10		10		10		19		105		18		0		3	
Total Trainees			10		10		10		19		105		13		0		3
Dr. Jenny Jimenez	Jicarilla Dormitory	1	1	1	1	1	1	1	1	0	0	0	0	11	11	1	1
	Ohkay O'Wingeh Community School	1	1	1	1	1	1	1	1	10	10	3	3	0	0	0	0
	San Ildefonso Day School	0	0	1	0	0	0	1	0	2	0	1	0	0	0	0	0
	Santa Clara Day School	1	0	1	0	1	0	0	0	9	0	5	0	0	0	1	0
	Santa Fe Indian School	5	5	3	3	7	5	2	2	35	35	0	0	46	9	2	2
	Taos Day School	1	1	1	1	2	2	0	0	15	15	5	5	0	0	1	1
	Te Tsu Geh Oweenge Day School	0	0	1	0	1	0	0	0	4	0	0	0	0	0	1	0
	Total Staff		9		9		13		5		75		14		57		6
Total Trainees			8		6		9		4		60		8		20		4

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IASISurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Dr. Rena Yazzie	Black Mesa Community School	0	0	1	1	1	1	0	0	5	5	3	3	0	0	1	1
	Chinle Boarding School	1	1	2	2	8	8	2	2	35	35	5	5	10	10	1	1
	Cottonwood Day School	0	0	1	1	0	0	3	3	17	0	6	0	0	0	1	1
	Jeehdeez'a Academy Incorporated	2	2	1	1	7	7	8	8	14	14	10	10	9	9	0	0
	Lukachukai Community School	2	2	2	2	10	10	3	3	33	33	13	13	9	9	0	0
	Many Farms High School	1	0	2	0	8	0	6	0	32	0	15	0	10	0	1	0
	Nazini Community School	0	0	1	0	3	0	0	0	11	11	7	4	3	3	1	0
	Rock Point Community School	2	2	3	3	20	2	10	0	36	4	5	0	0	0	1	0
	Rough Rock Community School (Roug	12	12	6	6	17	17	16	16	54	54	11	11	6	6	2	2
	Total Staff		20		19		74		48		237		75		47		8
Total Trainees			19		16		45		32		156		46		37		5
Emma Jean Blue Earth	Little Eagle Day School	1	1	1	1	1	1	0	0	7	7	3	3	0	0	1	1
	Rock Creek Day School	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0
Total Staff		2		2		1		1		7		3		0		1	
Total Trainees			2		2		1		1		7		3		0		1

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ELO School		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Concats	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Ernest Clark	Ahfachkee Day School	1	0	1	1	3	3	3	3	12	0	13	0	0	0	2	2
	Beatrice Rafferty	1	1	0	0	1	1	1	1	18	4	8	0	0	0	1	1
	Boque Chitto Elementary School	1	1	1	1	1	1	2	2	17	17	12	12	0	0	1	1
	Cherokee Central High School	5	0	8	0	3	0	7	0	136	0	45	0	0	0	2	0
	Cherokee Elementary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chitimacha Tribal School	0	0	1	1	0	0	2	2	9	2	5	1	0	0	0	0
	Choctaw Central High School	1	1	3	3	2	2	3	3	36	36	2	2	3	3	1	1
	Choctaw Central Middle School	1	1	1	1	1	1	1	1	16	16	10	10	0	0	1	1
	Conehatta Elementary School	1	1	2	2	0	0	2	2	8	8	0	0	0	0	1	1
	Indian Island School	1	1	1	1	0	0	1	1	19	19	5	5	0	0	1	1
	Indian Township School	2	2	2	2	1	1	1	1	15	15	10	0	0	0	1	1
	Micosukee Indian School	1	1	1	1	1	1	2	2	20	20	7	7	0	0	0	0
	Pearl River Elementary School	1	1	2	2	0	0	2	2	38	0	23	0	0	0	1	1
	Red Water Elementary School	1	1	1	1	0	0	1	1	8	8	6	6	0	0	1	1
	Standing Pine Elementary School	1	1	1	1	0	0	2	2	10	10	6	6	0	0	1	1
	Tucker Elementary School	1	1	1	1	0	0	2	2	13	13	7	7	0	0	1	1
Total Staff		19		26		13		32		371		159		3		15	
Total Trainees		13		18		10		25		168		56		3		13	
Fayette Babby	Duckwater Shoshone Elementary Sch	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0
	Noil School	2	2	1	1	2	2	7	7	17	17	4	4	0	0	2	1
	Sherman Indian High School	7	7	1	1	4	4	5	5	32	32	40	40	75	75	2	2
Total Staff		9		3		6		13		49		45		75		4	
Total Trainees		9		2		6		6		12		49		44		75	

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ELO School		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Concats	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Jim Hastings	Havasupai School	1	1	1	1	0	0	1	1	6	6	4	4	0	0	0	0
	Hopi Day School	0	0	2	0	0	0	3	0	10	0	10	0	0	0	1	0
	Hopi High School	4	0	3	0	4	0	9	0	50	0	19	0	0	0	1	0
	Hotevilla Bacavi Community School	0	0	1	1	1	1	2	2	18	18	0	0	0	0	0	0
	Kearns Canyon Boarding School	1	1	1	1	0	0	0	0	4	4	7	7	0	0	0	0
	Moencopi Day School	1	1	1	1	0	0	2	2	27	27	9	9	0	0	0	0
	Polacca Day School	1	1	1	1	0	0	3	3	15	15	9	9	0	0	0	0
	Second Mesa Day School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Staff		8		10		5		20		130		54		0		2	
Total Trainees		4		5		1		8		70		25		0		0	
Joe Frazier	Chilchinbeto Community School, Inc.	0	0	1	1	6	6	1	1	8	8	5	5	0	0	3	3
	Dennehotso Boarding School	0	0	1	1	1	1	3	3	11	11	6	6	8	8	0	0
	Kayenta Boarding School	1	1	1	1	1	1	1	1	30	30	20	20	20	20	1	1
	Navajo Mountain Boarding School (Na	0	0	1	1	0	0	2	2	10	10	4	4	6	6	1	0
	Rocky Ridge Boarding School	1	1	1	1	2	2	2	2	11	1	4	1	5	1	1	1
	Shonto Boarding School (Shonto Prep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Tonaiea (Red Lake) Day School	0	0	1	1	1	1	0	0	13	13	10	10	0	0	0	0
	Tuba City Boarding School	4	6	2	4	6	0	7	8	68	0	21	23	9	11	0	0
Total Staff		6		8		17		16		151		70		48		6	
Total Trainees		6		10		11		17		73		69		46		5	

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IASISurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
John A. Reimer	Chemawa Indian School	2	2	2	2	5	4	1	1	24	24	9	6	53	10	2	2
	Chief Leschi School System	6	6	3	3	3	3	3	3	80	80	26	26	0	0	1	1
	Coeur D'Alene Tribal School	1	1	2	1	1	1	1	1	6	0	2	0	0	0	1	1
	Lummi Tribal School	1	1	2	2	1	1	0	0	13	13	11	11	0	0	0	0
	Muckleshoot Tribal School	1	1	2	2	3	3	3	3	12	12	4	4	0	0	2	2
	Two Eagle River School	1	1	1	1	1	1	1	1	16	16	7	7	0	0	1	1
	Wa He Lut Indian School	4	0	1	0	1	0	1	0	10	0	5	0	0	0	0	0
Total Staff		16		13		15		10		161		64		53		7	
Total Trainees			12		11		13		9		145		53		10		7
Joy Martin	Eufaula Dormitory	2	2	1	1	0	0	2	2	0	0	2	2	3	3	0	0
	Jones Academy	2	2	1	1	2	2	1	1	4	4	3	3	30	5	1	1
	Kickapoo Nation School	1	1	2	0	0	0	2	2	20	20	4	4	0	0	1	1
	Riverside Indian School	3	3	1	1	6	6	13	13	36	36	30	30	87	87	1	1
	Sequoyah High School	2	2	2	2	1	1	6	6	33	33	4	4	40	40	2	2
Total Staff		10		7		9		24		93		43		160		5	
Total Trainees			10		7		9		24		93		43		135		5

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IASISurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Karen Dawson	Blackwater Community School	1	1	1	1	1	1	3	3	7	7	5	5	0	0	2	2
	Casa Blanca Community School	2	2	2	1	1	1	2	1	25	25	0	0	0	0	1	1
	Gila Crossing Day School	3	1	2	2	3	3	3	3	25	25	12	12	0	0	1	1
	Salt River Day School (Salt River Elem)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	San Simon School	0	0	2	2	0	0	2	2	17	17	13	13	0	0	1	1
	Santa Rosa Boarding School	1	0	2	0	0	0	2	0	18	0	8	0	4	0	1	0
	Santa Rosa Ranch School	0	0	1	0	0	0	1	0	2	0	5	0	0	0	1	0
Tohono O'Odham High School	2	2	1	1	0	0	2	2	12	12	5	5	0	0	0	0	
Total Staff		9		11		5		15		106		48		4		7	
Total Trainees			6		7		5		11		86		35		0		5
Kevin Skenandore	Cibecue Community School	2	2	4	3	4	2	4	2	34	34	27	27	0	0	2	2
	John F. Kennedy Day School	1	1	1	1	3	3	0	0	12	12	9	9	0	0	1	1
	Theodore Roosevelt School	2	2	1	0	1	0	1	0	8	0	9	0	11	0	1	0
Total Staff		5		6		8		5		54		45		11		4	
Total Trainees			5		4		5		2		46		36		0		3
Levon French	Blackfeet Dormitory	2	0	0	0	1	0	1	0	0	0	0	0	11	0	2	2
	Busby School (Northern Cheyenne Tri)	1	1	1	1	5	5	2	2	19	19	5	5	0	0	1	1
	St. Stephens Indian School	2	2	3	3	4	4	2	2	28	26	8	8	0	0	1	0
Total Staff		5		4		10		5		47		13		11		4	
Total Trainees			3		4		9		4		47		13		0		3

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<i>IASIS</i>Survey - Training Requirements		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Concacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
ELO	School																
Neva Sherwood	American Horse School	3	3	1	1	6	6	5	5	22	22	12	12	0	0	2	2
	Crazy Horse School	2	2	3	3	0	0	8	8	40	40	13	0	0	0	0	0
	Little Wound Day School	8	0	4	3	8	8	8	0	75	75	37	0	0	0	4	4
	Marty Indian School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Pine Ridge School	7	7	3	3	9	9	4	4	66	66	26	26	16	16	2	2
	Sicangu Owaye Cti (Rosebud Dormitor)	1	1	0	0	1	1	3	3	0	0	12	12	24	24	1	1
	St. Francis Indian School	7	7	7	7	6	6	4	4	42	42	16	16	0	0	3	3
	Wounded Knee School District	2	2	1	1	2	2	1	1	19	19	8	8	0	0	1	1
Total Staff		30		19		32		33		264		124		40		14	
Total Trainees			22		18		32		25		264		74		40		14
Rose M. Davis	Dunseith Day School	1	0	1	0	0	0	2	0	21	0	7	0	0	0	1	0
	Mandaree Day School	2	2	3	3	3	3	0	0	36	36	12	12	0	0	0	0
	Ojibwa Indian School	2	2	1	1	10	10	4	4	32	32	22	22	0	0	1	1
	Trenton School (FY97; formerly private)	1	1	3	3	0	0	2	2	29	29	0	0	0	0	1	1
	Turtle Mountain Elementary School	2	2	3	3	5	5	1	1	82	82	25	25	0	0	4	4
	Turtle Mountain High School	9	9	2	2	1	1	2	2	58	58	30	30	0	0	1	1
	Turtle Mountain Middle School	2	2	2	2	7	7	0	0	46	46	22	22	0	0	2	2
	Twin Buttes Day School	1	1	1	1	2	2	3	3	9	9	5	5	0	0	1	1
	White Shield School	1	1	1	1	3	3	4	4	27	27	12	12	0	0	1	1
Total Staff		21		17		31		18		340		135		0		12	
Total Trainees			20		16		31		16		319		128		0		11

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<i>IASIS</i>Survey - Training Requirements		Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Concacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
ELO	School																
Terry Portra	Bug-O-Nay-Ge Stig School	2	0	3	1	4	0	6	4	50	10	12	2	0	0	1	1
	Circle of Life Survival School	1	1	1	1	1	1	2	2	24	24	2	2	0	0	1	1
	Circle Of Nations Wahpeton Ind. Bldg	15	15	2	2	12	12	6	6	20	20	13	13	60	60	2	2
	Flandreau Indian School	10	10	2	2	6	6	10	10	26	26	15	15	30	30	1	1
	Fond du Lac Ojibwe School (Fond Du)	2	2	2	2	7	1	1	1	29	29	11	11	0	0	1	1
	Hannahville Indian School (Nah Tah W)	0	0	3	0	0	0	3	0	18	0	5	0	0	0	1	0
	Joseph K. Lumsden Bahweting P.S.A.	1	1	2	2	2	2	4	4	32	32	13	13	2	2	2	2
	Lac Courte Oreilles Ojibwa School	1	0	4	0	3	0	0	0	44	0	12	0	0	0	2	0
	Menominee Tribal School	2	0	1	0	1	0	1	0	25	0	6	0	0	0	1	0
	Meekwaki Settlement School	1	1	2	2	1	1	2	2	35	0	5	0	0	0	1	1
	Nay Ah Shing School	7	0	2	0	8	0	6	0	48	0	0	0	0	0	1	0
	Oneida Nation School System (Oneida)	3	3	2	2	5	5	10	10	58	58	9	0	0	0	1	1
Total Staff		45		26		50		51		409		103		92		15	
Total Trainees			33		14		28		39		199		56		92		10

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IASISSurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Winnifred Peters	Ch'ooohgai Community School	2	0	2	0	0	0	4	0	35	0	12	0	21	0	2	0
	Crystal Boarding School	1	0	1	0	1	0	2	1	9	0	8	0	8	0	1	1
	Dilcon Boarding School	2	2	2	1	3	0	2	2	24	0	6	0	7	0	2	2
	Greasewood Springs Boarding School	1	0	1	0	3	0	1	0	23	0	0	0	7	0	0	0
	Holbrook Dormitory	1	1	1	1	1	1	1	1	0	0	15	15	15	15	1	1
	Hunters Point Boarding School	1	1	1	1	0	0	3	3	8	8	6	1	6	2	1	1
	Kin dah Lich'i Olta'	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pine Springs Day School	0	0	1	1	0	0	1	1	6	6	4	4	0	0	1	1
	Sebe Dalkai	1	1	0	1	1	1	1	1	14	14	5	5	12	12	1	0
	Wide Ruins Boarding School	2	2	1	1	2	2	1	1	10	10	10	10	5	5	1	1
	Winstow Residential Hall	2	1	0	0	1	1	2	2	0	0	0	0	24	16	0	0
Total Staff		13		10		12		18		129		66		105		10	
Total Trainees		8		6		5		12		38		35		50		7	

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IASISSurvey - Training Requirements

ELO	School	Counselors		Supers		Admin		Assistants		Teachers		Paraprofs		Dorm Staff		IT Contacts	
		Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train	Tot	Train
Grand Total Staff		305		258		385		428		3572		1469		970		168	
Grand Total Trainees		253		205		293		345		2594		1052		737		136	

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