

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Ahfachkee Indian School (K-12)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	39.79	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	30.85	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	94.44	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	3.23	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	40.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	90.48	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

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Alamo Navajo Community School (K-12)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	25.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-11.07	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.50	No
4	Suspensions and Expulsions High School rate	12.90%	5.41	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	94.59	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	5.41	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	52.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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American Horse School (K-8)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	88.55	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.59	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.68	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	96.77	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	29.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Special Education Indicator Performance



Aneth Community School (K-6)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	92.00	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-17.29	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-17.81	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	54.84	No
5B	B ≤ 40% with non-disabled peers	7.41%	3.23	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	77.78	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Atsa' Biya'a'zh Community School (K-6)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	92.86	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-0.18	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-8.00	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	69.23	No
5B	B ≤ 40% with non-disabled peers	7.41%	11.54	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	31.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Baca/Dlo'ay Azhi Community School (K-6)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-9.39	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.89	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	61.54	No
5B	B ≤ 40% with non-disabled peers	7.41%	20.51	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.56	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	26.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

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Bureau of Indian Education
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Beatrice Rafferty School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-16.98	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	18.10	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	5.56	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	50.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	11.11	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	75.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	92.31	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Beclabito Day School (K-4)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	2.72	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-14.29	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	52.94	No
5B	B ≤ 40% with non-disabled peers	7.41%	29.41	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	62.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	87.80	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Black Mesa Community School (K-8)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	33.95	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	35.45	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	67.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

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Bureau of Indian Education
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Special Education Indicator Performance



Blackwater Community School (K-2)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	62.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	87.50	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
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Bogue Chitto Elementary School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	18.18	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	16.11	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	3.23	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	48.39	No
5B	B ≤ 40% with non-disabled peers	7.41%	9.68	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	11.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

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Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Bread Springs Day School (K-3)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	42.86	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	14.29	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	77.78	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	20.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Bug-O-Nay-Ge-Shig School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	99.06	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.41	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	6.83	Yes
4	Suspensions and Expulsions High School rate	12.90%	8.70	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	43.48	No
5B	B ≤ 40% with non-disabled peers	7.41%	13.04	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	90.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Casa Blanca Community School (K-4)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-7.55	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.65	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	57.14	No
5B	B ≤ 40% with non-disabled peers	7.41%	14.29	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	52.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	5.56	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chemawa Indian School (9-12)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	4.68	69.23	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	4.29	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	12.24	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	8.24	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	63.93	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	8.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cherokee Central Elementary School (K-6)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	95.52	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	8.57	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	28.65	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	75.35	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	13.38	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	38.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cherokee Central High School (7-12)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	3.24	81.82	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	14.63	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.65	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	10.02	Yes
4	Suspensions and Expulsions High School rate	12.90%	3.41	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	60.23	No
5B	B ≤ 40% with non-disabled peers	7.41%	35.23	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cheyenne Eagle Butte School (K-12)
 Cheyenne River

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	10.20	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	97.04	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	1.05	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	2.49	No
4	Suspensions and Expulsions High School rate	12.90%	3.47	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	93.75	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.69	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	1.38	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	28.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chi Chil' Tah/Jones Ranch Community School (K-8)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.19	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.56	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	8.33	No
5B	B ≤ 40% with non-disabled peers	7.41%	16.67	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chief Leschi School (Puyallup) (K-12)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	7.16	47.37	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	9.80	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.80	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-8.35	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.66	No
4	Suspensions and Expulsions High School rate	12.90%	19.97	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	99.34	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.66	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	41.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chilchinbeto Community School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	2.47	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.92	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	24.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chinle Boarding School (K-8)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-3.50	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.55	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	61.90	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Chitimacha Tribal School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	73.69	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	81.70	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	73.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Choctaw Central High School (9-12)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-13.62	35.00	No
2	Dropouts A dropout rate less than 9.30%	9.30%	20.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-54.55	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	22.85	Yes
4	Suspensions and Expulsions High School rate	12.90%	14.94	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	24.14	No
5B	B ≤ 40% with non-disabled peers	7.41%	41.38	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	1.15	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	35.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Choctaw Central Middle School (7-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	92.86	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-4.58	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-21.73	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	6.67	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	26.67	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	22.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Ch'ooshgai Community School (K-8)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-11.42	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.19	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	74.19	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	6.45	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	58.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cibecue Community School (K-12)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	91.18	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-23.70	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-12.14	No
4	Suspensions and Expulsions High School rate	12.90%	22.73	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	52.27	No
5B	B ≤ 40% with non-disabled peers	7.41%	13.64	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	24.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Circle of Life School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	34.84	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	8.43	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	91.30	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	14.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Circle Of Nations (4-8)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	97.33	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.93	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-11.19	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	76.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	6.67	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Coeur d'Alene Tribal School (K-8)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-15.91	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	3.93	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	5.00	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	85.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	40.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Conehatta Elementary School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-14.68	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	2.60	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	56.82	No
5B	B ≤ 40% with non-disabled peers	7.41%	2.27	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cottonwood Day School (K-8)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-3.50	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-6.33	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	4.35	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	89.47	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Cove Day School (K-3)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-22.22	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-44.45	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	20.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	83.33	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Crazy Horse School (K-12)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	30.43	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.88	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-0.07	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.06	No
4	Suspensions and Expulsions High School rate	12.90%	1.92	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	42.31	No
5B	B ≤ 40% with non-disabled peers	7.41%	17.31	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	34.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	89.47	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Crow Creek Reservation High School (6-12)
 Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	26.67	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	6.25	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	37.86	Yes
4	Suspensions and Expulsions High School rate	12.90%	22.22	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	94.44	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	15.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Crow Creek Sioux Tribal Elementary School (K-5)
Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-73.70	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-88.32	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	96.97	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Crystal Boarding School (K-6)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-6.97	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.43	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	25.00	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	25.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	25.00	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	57.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Dennehotso Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	7.48	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	5.26	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	7.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Dibe Yazhi Habiti'n O'lt'a, Inc. (Borrogo Pass) (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.43	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	10.44	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	79.17	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	16.67	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	75.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	36.84	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Dilcon Community School (K-8)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	85.00	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-10.88	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.53	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	43.75	No
5B	B ≤ 40% with non-disabled peers	7.41%	6.25	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	68.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Duckwater Shoshone Elementary School (K-8)
 Sacramento

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.71	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	20.00	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Dunseith Day School (K-8)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.80	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.90	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	64.58	No
5B	B ≤ 40% with non-disabled peers	7.41%	10.42	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	61.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	71.43	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Dzilth-Na-O-Dith-Hle Community School (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.36	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.09	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	2.86	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	94.29	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.86	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	44.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	45.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Enemy Swim Day School (K-8)
Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-24.67	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	60.61	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	67.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



First Mesa Elementary School (K-6)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-4.55	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-7.96	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	58.82	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	42.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Flandreau Indian School (9-12)
Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	63.68	16.22	No
2	Dropouts A dropout rate less than 9.30%	9.30%	9.72	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	33.27	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	23.93	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	18.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Fond du Lac Ojibwe School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	12.50	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	97.33	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	6.46	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.07	Yes
4	Suspensions and Expulsions High School rate	12.90%	7.25	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	76.81	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	7.25	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	53.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Gila Crossing Community School (K-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	16.16	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.12	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	1.30	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	57.14	No
5B	B ≤ 40% with non-disabled peers	7.41%	18.18	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.60	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	24.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	87.50	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Greasewood Springs Community School, Inc. (K-8)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-77.28	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-47.67	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	62.50	No
5B	B ≤ 40% with non-disabled peers	7.41%	12.50	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Greyhills Academy High School (9-12)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-74.55	64.71	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	1.02	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.14	No
4	Suspensions and Expulsions High School rate	12.90%	17.95	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	67.95	No
5B	B ≤ 40% with non-disabled peers	7.41%	14.10	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	22.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hanaa'dii Community School (Huerfano) (K)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	0.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	0.00	NA

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hannahville Indian School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-36.44	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-16.61	No
4	Suspensions and Expulsions High School rate	12.90%	2.63	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	71.05	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	7.89	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	67.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Havasupai Elementary School (K-8)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	7.19	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.91	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	80.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hopi Day School (K-6)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-8.63	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.52	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	82.61	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	16.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hopi Jr./Sr. High School (7-12)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-56.72	38.46	No
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-5.94	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.90	No
4	Suspensions and Expulsions High School rate	12.90%	11.38	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	45.53	No
5B	B ≤ 40% with non-disabled peers	7.41%	17.07	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	17.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	89.29	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hotevilla Bacavi Community School (K-8)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.42	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.31	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	44.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	75.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Hunters Point Boarding School (K-5)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	32.40	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-14.84	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	45.45	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	29.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Indian Island School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	16.23	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	5.81	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	50.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	5.00	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	53.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	90.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Indian Township School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-20.97	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-14.91	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	38.10	No
5B	B ≤ 40% with non-disabled peers	7.41%	4.76	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	19.05	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	27.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Isleta Elementary School (K-6)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-11.65	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-19.53	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	64.29	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Jeehdeez'a Academy Inc.(Low Mtn.) (K-5)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-3.36	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-29.56	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.21	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	92.31	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Jemez Day School (K-6)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	90.91	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-5.34	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-20.39	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	27.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



JKL Bahweting Anishnabe School (K-8)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-26.32	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-7.51	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	13.95	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	81.40	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	54.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



John F. Kennedy Day School (K-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.15	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-2.13	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.08	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	3.23	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	45.16	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Kaibeto Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	93.48	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.71	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.82	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	70.59	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.94	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	10.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Kayenta Community School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-7.22	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.40	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	29.73	No
5B	B ≤ 40% with non-disabled peers	7.41%	2.70	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	30.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Keams Canyon Elementary School (K-6)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-39.25	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	12.86	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	14.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Kickapoo Nation School (K-12)
Oklahoma

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	7.14	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	23.23	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	2.40	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	67.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	88.24	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Kin Dah Lichi'i Olta' (K-6)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-19.94	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-22.91	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	33.33	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	27.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lac Courte Oreilles Ojibwa School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	5.88	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	10.40	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	8.25	Yes
4	Suspensions and Expulsions High School rate	12.90%	10.64	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	72.34	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	8.51	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	4.26	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	43.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Laguna Elementary School (K-5)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-6.45	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-9.51	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	32.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Laguna Middle School (6-8)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	1.20	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.52	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	73.33	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	12.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	90.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lake Valley Navajo School (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-6.73	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.11	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Leupp School, Inc. (K-12)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	13.33	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	97.15	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.82	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-7.31	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	75.56	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Little Eagle Day - Sitting Bull (K-8)
Standing Rock

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	8.76	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-25.49	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	90.91	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	87.50	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Little Singer Community School (K-6)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-25.71	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-28.57	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	41.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Little Wound School (K-12)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	22.78	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	23.57	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	10.32	Yes
4	Suspensions and Expulsions High School rate	12.90%	6.56	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.07	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	3.28	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.82	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	35.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	96.77	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Loneman Day School (K-8)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	20.70	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	6.15	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	68.42	No
5B	B ≤ 40% with non-disabled peers	7.41%	10.53	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	26.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lower Brule Day School (K-12)
 Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	24.90	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	16.67	Yes
4	Suspensions and Expulsions High School rate	12.90%	17.78	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	55.56	No
5B	B ≤ 40% with non-disabled peers	7.41%	6.67	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.22	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	91.67	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lukachukai Community School (K-8)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.89	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.88	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lummi High School (9-12)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	8.82	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	72.29	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-5.65	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.41	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	93.10	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	18.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	64.29	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Lummi Tribal School System (K-8)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.23	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	21.99	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	3.79	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	8.57	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	58.57	No
5B	B ≤ 40% with non-disabled peers	7.41%	7.14	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Mandaree Day School (K-12)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-27.36	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.83	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	90.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	10.00	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	58.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	50.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Many Farms High School (9-12)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-13.93	80.00	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	2.44	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	90.91	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	2.37	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	12.89	Yes
4	Suspensions and Expulsions High School rate	12.90%	15.49	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	47.89	No
5B	B ≤ 40% with non-disabled peers	7.41%	29.58	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	14.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	86.66	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Mariano Lake Community School (K-6)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.67	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-0.45	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	3.50	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	68.97	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	29.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	36.84	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Marty Indian School (K-12)
 Rosebud

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	8.91	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	8.50	Yes
4	Suspensions and Expulsions High School rate	12.90%	1.75	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	77.19	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	7.02	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	26.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	95.24	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Menominee Tribal School (K-8)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	9.54	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.79	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	2.13	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	68.09	No
5B	B ≤ 40% with non-disabled peers	7.41%	6.38	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	62.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Mescalero Apache School (K-12)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	5.88	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.16	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-10.08	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-15.21	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	76.29	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	6.19	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	34.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Meskwaki Settlement School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.89	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.68	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.96	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	4.35	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	75.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Miccosukee Indian School (K-12)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	75.86	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	1.72	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	32.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Moencopi Day School (K-6)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-4.08	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	24.82	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	90.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Muckleshoot Tribal School (K-12)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	33.33	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	89.45	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	16.26	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.35	No
4	Suspensions and Expulsions High School rate	12.90%	2.86	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	25.71	No
5B	B ≤ 40% with non-disabled peers	7.41%	34.29	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	25.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	92.86	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Naa Tsis' Aan Community School (Navajo Mtn) (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-21.59	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	7.71	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	29.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Na'Neelzhiin Ji'Olta (Torreon) (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.02	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.94	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	41.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	40.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	68.75	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Navajo Preparatory School (9-12)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	0.00	NA

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Nay-Ah-Shing School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	7.98	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	7.50	Yes
4	Suspensions and Expulsions High School rate	12.90%	16.22	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	94.59	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	5.41	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	59.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Nazlini Community School (K-6)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.06	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	7.38	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	53.85	No
5B	B ≤ 40% with non-disabled peers	7.41%	7.69	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	7.69	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Nenahnezad Community School (K-6)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	89.47	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.12	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.68	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	45.45	No
5B	B ≤ 40% with non-disabled peers	7.41%	45.45	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	81.82	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Noli School (6-12)
 Sacramento

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	7.14	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-56.07	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	19.95	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	60.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	6.67	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	40.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Northern Cheyenne Tribal School (K-12)
Billings

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	12.50	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	12.45	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	15.03	Yes
4	Suspensions and Expulsions High School rate	12.90%	9.52	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	57.14	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	80.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Ohkay Owingeh Community School (San Juan) (K-8)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	22.73	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.26	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	40.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Ojibwa Indian School (K-8)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.15	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	8.28	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	18.84	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	7.69	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	46.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Ojo Encino Day School (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-5.82	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.36	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	85.71	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	7.14	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	18.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	85.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Oneida Nation School (K-12)
 Minneapolis

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.44	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-7.54	No
4	Suspensions and Expulsions High School rate	12.90%	1.01	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	1.01	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	52.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Paschal Sherman Indian School (K-9)
Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	2.50	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	37.50	No
5B	B ≤ 40% with non-disabled peers	7.41%	12.50	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	30.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pearl River Elementary School (K-6)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	88.37	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-22.65	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-12.80	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	77.63	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	19.74	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	1.32	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	25.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	94.74	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pierre Indian Learning Center (1-8)
 Cheyenne River

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.97	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-22.68	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	89.55	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	19.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pine Hill Schools (K-12)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	16.67	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.44	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.99	No
4	Suspensions and Expulsions High School rate	12.90%	6.78	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	71.19	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	1.69	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	1.69	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	41.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	95.24	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pine Ridge School (K-12)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-76.62	54.55	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	25.74	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.28	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.33	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.74	Yes
4	Suspensions and Expulsions High School rate	12.90%	8.11	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	50.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	9.46	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	35.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	82.76	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pine Springs Day School (K-4)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	10.11	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.28	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	85.71	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	14.29	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pinon Community School (K)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	0.00	NA
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	NA
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	50.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Porcupine Day School (K-8)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.87	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-6.56	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	2.44	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	75.61	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	4.88	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	64.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	94.74	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pueblo Pintado Community School (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	12.96	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	12.35	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	67.74	No
5B	B ≤ 40% with non-disabled peers	7.41%	9.68	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	27.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	73.68	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Pyramid Lake High School (7-12)
 Sacramento

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	7.69	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	93.38	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-2.90	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.97	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	81.82	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	3.03	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	95.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Quileute Tribal School (K-12)
Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	25.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	95.65	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	28.15	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.15	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	44.44	No
5B	B ≤ 40% with non-disabled peers	7.41%	3.70	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	70.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Red Rock Day School (K-8)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.55	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-3.54	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.35	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	79.41	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.94	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	76.19	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Red Water Elementary School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-14.61	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.97	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	25.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Riverside Indian School (4-12)
 Oklahoma

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-38.04	100.00	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	5.45	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	7.77	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	6.07	Yes
4	Suspensions and Expulsions High School rate	12.90%	23.08	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	23.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	92.31	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Rock Creek Grant School (K-8)
Standing Rock

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	11.76	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	8.06	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	35.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Rock Point Community School (K-12)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-37.82	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-39.49	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	82.35	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	5.88	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	94.44	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Rocky Ridge Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	2.84	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	10.89	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	68.42	No
5B	B ≤ 40% with non-disabled peers	7.41%	5.26	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	13.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	92.31	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Rough Rock Community School (K-12)
 Arizona Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-1.00	30.43	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	3.33	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.75	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-15.40	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.48	No
4	Suspensions and Expulsions High School rate	12.90%	4.08	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	95.92	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.04	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.04	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	21.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	92.86	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Salt River Elementary School (K-6)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-4.92	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	20.81	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.67	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	30.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



San Felipe Pueblo Elementary School (K-7)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	1.75	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.09	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	64.44	No
5B	B ≤ 40% with non-disabled peers	7.41%	8.89	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.22	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	39.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	75.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



San Ildefonso Day School (K-6)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	7.58	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	12.62	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	33.33	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	33.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



San Simon School (K-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	95.45	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.19	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.17	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	7.41	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	3.70	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	22.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	33.33	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Sanostee Day School (K-3)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	89.17	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	22.50	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	69.23	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	71.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Santa Clara Day School (K-6)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.27	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.62	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	44.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Santa Fe Indian School (7-12)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	9.10	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.30	No
4	Suspensions and Expulsions High School rate	12.90%	4.29	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	41.43	No
5B	B ≤ 40% with non-disabled peers	7.41%	5.71	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	1.43	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	46.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Santa Rosa Boarding School (K-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	92.31	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-0.33	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.20	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	16.67	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	42.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	60.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Santa Rosa Ranch School (K-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.25	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	19.05	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	0.00	NA

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Seba Dalkai Boarding School (K-8)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.91	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	20.09	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	72.22	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	65.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Second Mesa Day School (K-6)
 Arizona North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.46	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	10.26	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	69.23	No
5B	B ≤ 40% with non-disabled peers	7.41%	3.85	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	35.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Sequoyah High School (9-12)
Oklahoma

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-18.33	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	31.88	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	76.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Sevier School District (9-12)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	39.09	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.41	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	56.52	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	20.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Sherman Indian High School (9-12)
 Sacramento

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.58	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	7.31	Yes
4	Suspensions and Expulsions High School rate	12.90%	2.63	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.84	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Shiprock Northwest High School (7-12)
New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	5.56	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	58.33	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-13.29	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-14.37	No
4	Suspensions and Expulsions High School rate	12.90%	7.69	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	33.33	No
5B	B ≤ 40% with non-disabled peers	7.41%	38.46	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	0.00	NA

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Shonto Preparatory School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-8.75	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-3.92	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	51.61	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	3.23	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	17.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Shoshone-Bannock School District 513 (K-12)
Billings

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-38.81	20.00	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	23.33	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	54.76	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-4.53	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.09	No
4	Suspensions and Expulsions High School rate	12.90%	6.90	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	82.76	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	50.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Sky City Community School (K-8)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	17.07	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	2.10	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	72.73	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	4.55	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	25.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



St. Francis Indian School (K-12)
 Rosebud

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	32.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.15	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-0.47	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.86	No
4	Suspensions and Expulsions High School rate	12.90%	2.94	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	70.59	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.94	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.94	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	26.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



St. Stephens Indian School (K-12)
Billings

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.34	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.14	No
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	80.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	45.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Standing Pine Elementary School (K-6)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-11.95	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.16	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	72.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	4.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Standing Rock Community Schools (K-12)
Standing Rock

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-15.92	24.00	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	22.03	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.45	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	4.73	Yes
4	Suspensions and Expulsions High School rate	12.90%	2.68	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.44	No
5B	B ≤ 40% with non-disabled peers	7.41%	5.37	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	3.36	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Takini School (K-12)
 Cheyenne River

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	17.65	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-2.11	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-1.10	No
4	Suspensions and Expulsions High School rate	12.90%	9.30	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	95.35	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.33	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Taos Day School (K-8)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-10.23	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	3.92	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	95.65	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	44.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	90.48	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tate Topa Tribal School (Four Winds) (K-8)
Standing Rock

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	98.15	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	2.72	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.07	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	3.66	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	70.73	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	12.20	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.44	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Te Tsu Geh Oweenge Day School (Tesuque) (K-6)
 New Mexico North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	5.00	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	5.00	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	20.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Theodore Jamerson Elementary School (K-8)
Standing Rock

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-13.50	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.29	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	86.21	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	74.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Theodore Roosevelt School (6-8)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	8.88	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.09	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	30.77	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	84.62	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	7.69	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	25.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



T'iis Nazbas Community School (Teecnospos) (K-8)
 New Mexico Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-20.78	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-10.01	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	64.29	No
5B	B ≤ 40% with non-disabled peers	7.41%	3.57	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	3.57	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



T'iists'oozi' Bi'O'Lta (Crownpoint Cmty Sch) (K-8)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-8.45	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-7.54	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	48.94	No
5B	B ≤ 40% with non-disabled peers	7.41%	6.38	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	28.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	52.63	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tiospa Zina Tribal School (K-12)
Crow Creek/Lower Brule

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	8.33	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-9.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-20.69	No
4	Suspensions and Expulsions High School rate	12.90%	0.88	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	73.45	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.65	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	5.31	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	45.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tiospaye Topa School (K-12)
 Cheyenne River

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	95.83	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	20.67	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-0.12	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	92.86	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	2.38	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	2.38	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	57.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tohaali' Community School (Toadlena) (K-8)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	1.09	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	11.05	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	47.50	No
5B	B ≤ 40% with non-disabled peers	7.41%	15.00	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	45.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	85.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



To'Hajiilee-he (Canoncito) (K-12)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.95	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.12	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	62.50	No
5B	B ≤ 40% with non-disabled peers	7.41%	1.56	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	23.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tohono O'Odham High School (9-12)
 Arizona South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	4.17	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-1.58	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-22.13	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	37.50	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tonalea School (Red Lake) (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-2.46	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-6.27	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	71.43	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	7.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tse'ii'ahi' Community School (Standing Rock) (K-4)
 New Mexico Navajo Central

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-9.30	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	13.95	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	66.67	No
5B	B ≤ 40% with non-disabled peers	7.41%	11.11	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	72.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



T'siya (Zia) Elementary & Middle School (K-8)
 New Mexico South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-5.83	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-5.54	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	7.69	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	53.85	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	0.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tuba City Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-2.68	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-2.33	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	75.44	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	1.75	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	30.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Tucker Elementary School (K-8)
 South and Eastern

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	84.62	No
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	10.26	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-22.51	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	50.00	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	22.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Turtle Mountain Community Elementary School (K-5)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	96.17	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.29	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	13.00	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	73.63	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	17.58	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	26.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Turtle Mountain Community Middle School (6-8)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	97.14	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.23	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	1.63	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	20.69	No
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	67.24	No
5B	B ≤ 40% with non-disabled peers	7.41%	3.45	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	15.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	57.14	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Turtle Mountain High School (9-12)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	-37.81	71.43	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	25.00	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	96.88	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	9.86	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	14.22	Yes
4	Suspensions and Expulsions High School rate	12.90%	7.03	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	40.63	No
5B	B ≤ 40% with non-disabled peers	7.41%	19.53	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.78	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	38.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	89.66	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Twin Buttes Day School (K-8)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	Yes	Met
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	21.38	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-23.33	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	100.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%		No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Two Eagle River School (7-12)
Billings

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	4.17	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.00	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	0.00	No
4	Suspensions and Expulsions High School rate	12.90%	5.88	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	76.47	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	57.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Wa He Lut Indian School (K-8)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	4.10	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-16.84	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	95.45	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	4.55	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	27.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



White Shield School (K-12)
Turtle Mountain

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	3.90	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	7.43	Yes
4	Suspensions and Expulsions High School rate	12.90%	0.00	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	64.52	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	37.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	50.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Wide Ruins Community School (K-6)
 Arizona Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-11.92	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	5.42	Yes
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	61.54	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	7.69	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	44.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Wingate Elementary School (K-8)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	100.00	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-10.14	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-14.93	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	3.61	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	30.12	No
5B	B ≤ 40% with non-disabled peers	7.41%	33.73	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	28.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	94.74	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Wingate High School (9-12)
 New Mexico Navajo South

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	7.35	29.03	Yes
2	Dropouts A dropout rate less than 9.30%	9.30%	13.40	No
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	0.11	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	18.19	Yes
4	Suspensions and Expulsions High School rate	12.90%	4.88	Yes
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	73.17	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	9.76	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	6.10	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	18.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	75.00	No

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Wounded Knee District School (K-8)
Pine Ridge

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	NA	NA	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	NA
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	14.02	Yes
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-8.41	No
4	Suspensions and Expulsions High School rate	12.90%	NA	NA
4	Suspensions and Expulsions Elementary rate	3.84%	0.00	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	80.00	Yes
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	6.67	No
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	36.00	No
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)

Bureau of Indian Education
2009 – 2010 (Based on SY 2008-2009 Data)
Special Education Indicator Performance



Yakama Nation Tribal School (9-12)
 Seattle

Indicator	Description	Target	School Results	Met Target?
1	Graduation Rate Reduce Gap between GenEd and SpEd by 50%*	0.00	***	NA
2	Dropouts A dropout rate less than 9.30%	9.30%	0.00	Yes
3 A	ADEQUATE YEARLY PROGRESS Targets vary by 23 states	Yes	No	No
3 B	Assessment Targets Participation Rate	95%	***	Yes
3 C	Assessment Targets - Reading To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	4.49% reduction	-79.61	No
3 C	Assessment Targets - Mathematics To reduce gap in the proficiency rate for children with IEPs and the proficiency rate for all children Reduce gap by 20%.	3.58% reduction	-4.55	No
4	Suspensions and Expulsions High School rate	12.90%	66.67	No
4	Suspensions and Expulsions Elementary rate	3.84%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers	69.48%	58.33	No
5B	B ≤ 40% with non-disabled peers	7.41%	0.00	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.	.45%	0.00	Yes
8	Parental Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	41.3%	50.00	Yes
11	Child Find Eligibility Determined within 60 days of referral	100%	100.00	Yes

*For HS Graduation, each school target is based on the gap. ***insufficient numbers to publish (20)