

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Ahfachkee Indian School (K-12)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	33.33%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	75.00%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.14%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.69%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	30%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	31.82%	50%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.33%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	26.67%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	2.70%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	94.59%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	42%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



American Horse School (K-8)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	93.10%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	3.45%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	42%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	14.81%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	11.11%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	59.26%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	46%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	92.86%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.69%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	83.33%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	4.17%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	8.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	16.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	53.66%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	7%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Beatrice Rafferty School (K-8)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	33.33%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	20.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	41.18%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	50%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Beclabito Day School (K-4)
New Mexico Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	7.69%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	80%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Black Mesa Community School (K-8)
 Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Blackwater Community School (K-2)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction		No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction		No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	50%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Bogue Chitto Elementary School (K-8)
 South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	97.06%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.88%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	18.75%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	9.09%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	59.09%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	27%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	90.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	81.82%	50%	54.05%	-22.73% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	13.33%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	8.11%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.45%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	53.97%	No
5B	B ≤ 40% with non-disabled peers			7.37%	6.35%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	42%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Casa Blanca Community School (K-4)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	11.11%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	11.11%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	55.17%	No
5B	B ≤ 40% with non-disabled peers			7.37%	6.90%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	38%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Chemawa Indian School (9-12)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	0%	0%	NR	NR	NR
2	Dropouts A dropout rate less than 8.12%			8.12%	2.33%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	9.09%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	9.09%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	72.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	18%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	28.81%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	49.15%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	80.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	9.00%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	49.59%	42.86%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	12.77%	No
3 B	Assessment Targets Participation Rate			96%	91.46%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	22.67%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	36.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	5.04%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	64.71%	No
5B	B ≤ 40% with non-disabled peers			7.37%	26.05%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	37%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

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NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Cheyenne Eagle Butte School (K-12)
Cheyenne River

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	79.31%	100%	#	#	No
2	Dropouts A dropout rate less than 8.12%			8.12%		No
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction		No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction		No
4	Suspensions and Expulsions High School rate ^			13.42%	7.43%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	93.92%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	19%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	9.09%	No
5B	B ≤ 40% with non-disabled peers			7.37%	9.09%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	9.09%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	53.25%	16.67%	0%	37.52%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	20.00%	No
3 B	Assessment Targets Participation Rate			96%	99.31%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	23.61%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.63%	No
4	Suspensions and Expulsions High School rate ^			13.42%	3.85%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	97.69%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	0.77%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	39%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Chilchinbeto Community School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.69%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	94.44%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Chinle Boarding School (K-8)
 Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	68.42%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Chitimacha Tribal School (K-8)
 South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	69%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	50.66%	81.25%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	2.90%	Yes
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	22.73%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	31.82%	No
5B	B ≤ 40% with non-disabled peers			7.37%	36.36%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	2.27%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	49%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	85.19%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	4.35%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	21.74%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	29.17%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	20.83%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	35%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	5.71%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	77.14%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	88%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Circle of Life School (K-12)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	88.89%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	96.43%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	23.08%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	38.46%	No
4	Suspensions and Expulsions High School rate ^			13.42%	14.71%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	73.53%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	26%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Circle Of Nations (4-8)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	97.10%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	37.31%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	47.76%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	1.45%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	78.26%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	35%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	26.67%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	25.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	95.45%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Conehatta Elementary School (K-8)
 South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	89.13%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	30.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	2.27%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	59.09%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	30%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Cottonwood Day School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.88%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.88%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	4.00%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	22%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	88.89%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Crazy Horse School (K-12)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	30.61%	33.33%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	25.00%	No
3 B	Assessment Targets Participation Rate			96%	90.32%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	3.28%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	90.16%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	6.56%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	39%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	0.00%	No
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	39.51%	0%	25.69%	13.32%	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	9.52%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	85.71%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	9.52%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	36%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	94.87%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	40%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Crystal Boarding School (K-6)
Arizona Navajo South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	14.83%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	71.43%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	63%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Dennehotso Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.69%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.69%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	47%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	14.29%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.14%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	84.62%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	92%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Dilcon Community School (K-8)
Arizona Navajo South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	12.50%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.25%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	55.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	62%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Dishchii'Bikoh (Cibecue) (K-12)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	22.45%	66.67%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	96.67%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.79%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.34%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	28.89%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	64.44%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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%	0.00%	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	39%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Duckwater Shoshone Elementary School (K-8)
Sacramento

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%		No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction		No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction		No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Dunseith Day School (K-8)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	37.84%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	70.07%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	2.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	64.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	2.00%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	94.44%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	42.86%	No
5B	B ≤ 40% with non-disabled peers			7.37%	10.71%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	7.14%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	21.05%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.53%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	77.27%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	65%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



First Mesa Elementary School (K-6)
Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	96.43%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	22.22%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	14.81%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	67.74%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	42%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	59.05%	44.83%	5.06%	8.66%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	6.17%	Yes
3 B	Assessment Targets Participation Rate			96%	83.33%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	1.56%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	9%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Fond du Lac Ojibwe School (K-12)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	52.17%	50%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	98.94%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	19.57%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.52%	No
4	Suspensions and Expulsions High School rate ^			13.42%	8.05%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	77.01%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	9.20%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	63%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Gila Crossing Community School (K-8)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.53%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.26%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	4.17%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	73.61%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	15.28%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	23%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	66.67%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	33%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	70%	63.64%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	1.52%	Yes
3 B	Assessment Targets Participation Rate			96%	95.30%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	8.51%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	40.00%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	81.82%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	35%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	NA	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	NA	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	75%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Hannahville Indian School (K-12)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	62.5%	0%	0%	62.50%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	9.09%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	44.44%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	39.29%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	69.44%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Havasupai Elementary School (K-8)
 Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Hopi Day School (K-6)
 Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	6.25%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	84.62%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	81.74%	78.57%	34.64%	-31.97% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	1.22%	Yes
3 B	Assessment Targets Participation Rate			96%	98.98%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.42%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	12.05%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	48.60%	No
5B	B ≤ 40% with non-disabled peers			7.37%	20.56%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Hotevilla Bacavi Community School (K-8)
Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	30.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	20.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	40%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	44.44%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	17%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Indian Island School (K-8)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	68.75%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	60%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Indian Township School (K-8)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	21.43%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.14%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	59.09%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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%	4.55%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	23%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Isleta Elementary School (K-6)
 New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	12.50%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.25%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	84.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	68%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	8.33%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.33%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	52.38%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	47%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Jemez Day School (K-6)
 New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	33%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



JKL Bahweting Anishnabe School (K-8)
 Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	51.85%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	74.07%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	14.89%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.23%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	67%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	92.98%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.69%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	31.58%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	38%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Kaibeto Boarding School (K-8)
 Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	4.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	4.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	92.86%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	24%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Kayenta Community School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	3.70%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.41%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	46.15%	No
5B	B ≤ 40% with non-disabled peers			7.37%	10.26%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Keams Canyon Elementary School (K-6)
 Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	50%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Kickapoo Nation School (K-12)
Oklahoma

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	100%	14.67%	-15.17% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.33%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.67%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	100%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	30.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	67%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Lac Courte Oreilles Ojibwa School (K-12)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	82.35%	50%	37%	-5.15% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	50.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	38.46%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	3.70%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.93%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	9.26%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	0.00%	No
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Laguna Elementary School (K-5)
 New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	45%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Laguna Middle School (6-8)
New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	11.11%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.41%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	7.41%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	87.5%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	96.67%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.79%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	3.57%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	66.67%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Little Wound School (K-12)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	56.72%	42.86%	24.12%	-10.76% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	88.37%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	2.63%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	2.63%	No
4	Suspensions and Expulsions High School rate ^			13.42%	14.29%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	69.64%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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%	7.15%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	27%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Loneman Day School (K-8)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.26%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.53%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	72.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	2.50%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	7.50%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	40%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	47.83%	25%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	9.09%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	6.67%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	13.33%	No
4	Suspensions and Expulsions High School rate ^			13.42%	7.41%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	74.07%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	1.85%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	8%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Lukachukai Community School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	15.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	72%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	0.00%	No

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Lummi High School (9-12)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	50%	81.82%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	25.93%	No
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	74.07%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	14%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Lummi Tribal School System (K-8)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	95.83%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.04%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	13.04%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	21.88%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	50.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	15.63%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	23%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Mandaree Day School (K-12)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	71.43%	0%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	25.00%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	20.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	20.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	69.57%	No
5B	B ≤ 40% with non-disabled peers			7.37%	8.70%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	22%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	64.89%	75%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	9.33%	No
3 B	Assessment Targets Participation Rate			96%	97.73%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.04%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	9.52%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	10.61%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	45.45%	No
5B	B ≤ 40% with non-disabled peers			7.37%	31.82%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	48.39%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	32%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Marty Indian School (K-12)
Rosebud

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	29.79%	50%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	6.67%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.64%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	22.73%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	76.60%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	22%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Menominee Tribal School (K-8)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	40.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	17.14%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	4.88%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	65.85%	No
5B	B ≤ 40% with non-disabled peers			7.37%	2.44%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	46%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Mescalero Apache School (K-12)
New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	36.59%	50%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	98.75%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	3.03%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	81.82%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	4.04%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	22%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Meskwaki Settlement School (K-12)
 Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	0%	0%	100.00%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	96.43%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	22.22%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	29.63%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	85.19%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	89%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Miccosukee Indian School (K-12)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	0%	0%	NR	NR	NR
2	Dropouts A dropout rate less than 8.12%			8.12%	%	Yes
3 B	Assessment Targets Participation Rate			96%		No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction		No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction		No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	83.67%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	0.00%	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	39%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Moencopi Day School (K-6)
 Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Muckleshoot Tribal School (K-12)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	38.3%	30%	66.17%	-58.37% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	36.84%	No
3 B	Assessment Targets Participation Rate			96%	98.49%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	12.12%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	3.13%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	46.03%	No
5B	B ≤ 40% with non-disabled peers			7.37%	7.94%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	30%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	9.09%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	95.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	38%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	18.18%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	9.09%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	5.00%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	27%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	98.22%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	20.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	18.52%	No
4	Suspensions and Expulsions High School rate ^			13.42%	44.68%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	93.62%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	97%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Nazlini Community School (K-6)
Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	9.09%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	18.18%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	53.33%	No
5B	B ≤ 40% with non-disabled peers			7.37%	40.00%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	53%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Noli School (6-12)
Sacramento

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	58.33%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	33.33%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	9.09%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	45.45%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	83.33%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	5.56%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	92%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Northern Cheyenne Tribal School (K-12)

Billings

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	27.78%	0%	52.83%	-25.55% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	80.00%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	33.33%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.33%	No
4	Suspensions and Expulsions High School rate ^			13.42%	16.67%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	66.67%	No
5B	B ≤ 40% with non-disabled peers			7.37%	9.52%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Ojibwa Indian School (K-8)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	43.48%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	34.78%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	73.81%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	0.00%	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	54%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	4.00%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	96.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	14%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Oneida Nation School (K-12)
Minneapolis

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	93.75%	58.33%	5.56%	29.36%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	3.57%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	40.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	16.36%	No
4	Suspensions and Expulsions High School rate ^			13.42%	1.94%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	63.11%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	46%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Paschal Sherman Indian School (K-9)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	8.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	4.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	2.86%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	71.43%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	53%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	98.72%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	15.38%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	21.05%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	80.21%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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%	1.04%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Pierre Indian Learning Center (1-8)
Cheyenne River

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	15.79%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	22.81%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	9%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Pine Hill Schools (K-12)
New Mexico South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	40.63%	33.33%	9.61%	-2.81% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	4.76%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	1.92%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	1.92%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Pine Ridge School (K-12)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	44.66%	33.33%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	10.59%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	1.89%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	5.37%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	69.80%	No
5B	B ≤ 40% with non-disabled peers			7.37%	4.70%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	36%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	33%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Pinon Community School (K)
Arizona Navajo Central

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	NA	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	NA	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Porcupine Day School (K-8)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	96.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	12.50%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	78.38%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	58%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.71%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.71%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	83.78%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	67%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Pyramid Lake High School (7-12)
Sacramento

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	100%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	12.50%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	40.00%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	21.43%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	12.50%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	4.17%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	20%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Quileute Tribal School (K-12)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	44.44%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	28.57%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	6.67%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	76.67%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	3.33%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	38%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	95.65%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	9.09%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	37.93%	No
5B	B ≤ 40% with non-disabled peers			7.37%	58.62%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	31%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.88%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	11.76%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	62.50%	No
5B	B ≤ 40% with non-disabled peers			7.37%	8.33%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Riverside Indian School (4-12)
Oklahoma

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	68.94%	73.91%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	10.23%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	58.33%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	68.57%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	12.09%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Rock Creek Grant School (K-8)
Standing Rock

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	70.67%	45.45%	3.25%	21.47%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	94.02%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	9.52%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	12.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	80.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	5.00%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	2.50%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	88.24%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.67%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	70.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	5.00%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	47.06%	31.25%	39.07%	-23.76% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	6.06%	Yes
3 B	Assessment Targets Participation Rate			96%	91.25%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.51%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.56%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	89.58%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	2.08%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	2.08%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	37%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Salt River Elementary School (K-6)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	12.50%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	12.50%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	91.49%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	21%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	97.78%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	2.27%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	67.35%	No
5B	B ≤ 40% with non-disabled peers			7.37%	12.24%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	32%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	28.57%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	40%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



San Simon School (K-8)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	92.00%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	65.38%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	13%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	80.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	50%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	73%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	93.33%	92.31%	55.06%	-54.54% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	5.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	44.62%	No
5B	B ≤ 40% with non-disabled peers			7.37%	1.54%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	66%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Santa Rosa Boarding School (K-8)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	All Students NA	SpEd NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	18.75%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	54.55%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	17%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Santa Rosa Ranch School (K-8)
 Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	27.27%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	18.18%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	30.77%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.69%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	75.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	53%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Second Mesa Day School (K-6)
 Arizona North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	93.75%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	6.67%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	13.33%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	77.78%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	5.56%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	41%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Sequoyah High School (9-12)
Oklahoma

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	100%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	95.84%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	76.92%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	54.55%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	82%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Sevier School District (9-12)
Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	NA	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	NA	NA
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	85.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	14%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Sherman Indian High School (9-12)
Sacramento

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	97.22%	33.33%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	5%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	100%	28.57%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	68.42%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.69%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	11.11%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	24.44%	No
5B	B ≤ 40% with non-disabled peers			7.37%	33.33%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	24%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Shonto Preparatory School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.04%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	67.65%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	11%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Shoshone-Bannock School District 513 (K-12)

Billings

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	28.99%	7.14%	11.93%	9.42%	No
2	Dropouts A dropout rate less than 8.12%			8.12%	12.50%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	27.27%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	17.39%	No
4	Suspensions and Expulsions High School rate ^			13.42%	27.78%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	61.11%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	7.69%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	50%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.34%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	6.90%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	78.72%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	27%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



St. Francis Indian School (K-12)
 Rosebud

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	55.29%	83.33%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	8.82%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	12.28%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	21.05%	No
4	Suspensions and Expulsions High School rate ^			13.42%	1.23%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	80.25%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	2.47%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	1.23%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	40%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



St. Stephens Indian School (K-12)
Billings

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	52.63%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	0.00%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	NR
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	NR
4	Suspensions and Expulsions High School rate ^			13.42%	2.70%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	91.89%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	71%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	20.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	64.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	9%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Standing Rock Community Schools (K-12)
Standing Rock

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	53.09%	38.46%	19.03%	-4.90% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	10.53%	No
3 B	Assessment Targets Participation Rate			96%	88.36%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	17.19%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.77%	No
4	Suspensions and Expulsions High School rate ^			13.42%	13.10%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	67.59%	No
5B	B ≤ 40% with non-disabled peers			7.37%	6.90%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	2.76%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	47%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Takini School (K-12)
Cheyenne River

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	52%	57.14%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	18.18%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.56%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	2.70%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	94.59%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	58%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Taos Day School (K-8)
 New Mexico North

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	57%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	25.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	25.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	10.00%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	71.11%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	7.78%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	1.11%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	42%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	50.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	33%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Theodore Jamerson Elementary School (K-8)
Standing Rock

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	37.50%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	37.50%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	92.31%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	68%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Theodore Roosevelt School (6-8)
Arizona South

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	9.09%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	46.15%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	25.93%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	22.22%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	82.35%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	7.50%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	10.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	2.08%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	56.25%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	21%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	52.27%	21.43%	60.03%	-29.69% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	9.30%	No
3 B	Assessment Targets Participation Rate			96%	90.16%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	10.91%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.27%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	66.97%	No
5B	B ≤ 40% with non-disabled peers			7.37%	3.67%	Yes
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	2.75%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	56%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Tiospaye Topa School (K-12)
Cheyenne River

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	50%	33.33%	23.79%	-7.62% ~	No
2	Dropouts A dropout rate less than 8.12%			8.12%	13.33%	No
3 B	Assessment Targets Participation Rate			96%	96.77%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	6.67%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	2.44%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	90.24%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	7.32%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	81%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	5.71%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.57%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	56.41%	No
5B	B ≤ 40% with non-disabled peers			7.37%	5.13%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	39%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	0.00%	No

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	92%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	11.11%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	4.76%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	0.00%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	55.38%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	21.74%	0%	0%	21.74%	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	32.00%	No
3 B	Assessment Targets Participation Rate			96%	28.60%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	0.00%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	23.08%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	42.31%	No
5B	B ≤ 40% with non-disabled peers			7.37%	19.23%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	7.70%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	16.67%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.33%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	88.24%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	29%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	52.63%	No
5B	B ≤ 40% with non-disabled peers			7.37%	21.05%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	74%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.33%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	68.42%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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%	5.26%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.64%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	16.85%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	1.79%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	78.57%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	4.46%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	30%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Tucker Elementary School (K-8)
South and Eastern

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	16.67%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	27.78%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	57.14%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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%	4.76%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	36%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Turtle Mountain Elementary School (K-5)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	98.28%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	43.86%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	63.16%	No
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	69.31%	No
5B	B ≤ 40% with non-disabled peers			7.37%	19.80%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	51%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



Turtle Mountain High School (9-12)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	52.06%	59.26%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	13.74%	No
3 B	Assessment Targets Participation Rate			96%	83.34%	No
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	31.25%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	50.00%	No
4	Suspensions and Expulsions High School rate ^			13.42%	17.27%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	36.36%	No
5B	B ≤ 40% with non-disabled peers			7.37%	34.55%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	44%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Turtle Mountain Middle School (6-8)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	96.08%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	53.06%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	51.02%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	21.57%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	64.71%	No
5B	B ≤ 40% with non-disabled peers			7.37%	21.57%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	1.96%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Twin Buttes Day School (K-8)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	100.00%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	Not returned	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Two Eagle River School (7-12)

Billings

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	75%	33.33%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	16.67%	No
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	21.43%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	85.71%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	75%	Yes
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Wa He Lut Indian School (K-8)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	87.50%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	12%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



White Shield School (K-12)
Turtle Mountain

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	40%	100%	#	#	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	Yes
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	53.33%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	33.33%	No
4	Suspensions and Expulsions High School rate ^			13.42%	5.88%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	58.82%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	28%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

**Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance**



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	25.00%	No
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	25.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	25%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	97.30%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	13.70%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	8.45%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	2.20%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	36.26%	No
5B	B ≤ 40% with non-disabled peers			7.37%	20.88%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	4%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



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

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	37.04%	23.81%	6.47%	6.26%	No
2	Dropouts A dropout rate less than 8.12%			8.12%	11.84%	No
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	14.29%	Yes
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	7.14%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	1.14%	Yes
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	40.91%	No
5B	B ≤ 40% with non-disabled peers			7.37%	14.77%	No
5C	C. Number of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings.			.45%	21.59%	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	34%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Wounded Knee District School (K-8)
Pine Ridge

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	NA	NA	NA	NA	NA
2	Dropouts A dropout rate less than 8.12%			8.12%	0.00%	NA
3 B	Assessment Targets Participation Rate			96%	100.00%	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	0.00%	No
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	17.65%	Yes
4	Suspensions and Expulsions High School rate ^			13.42%	NA	NA
4	Suspensions and Expulsions Elementary rate ^			3.28%	0.00%	Yes
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	78.57%	Yes
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	33%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes
<p>* For the high school graduation rate, each school's target is based on the previous years' gap percentage.</p> <p># Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.</p> <p>@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.</p> <p>*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.</p> <p>^ Indicator 4 – for K-12 schools, high school target rates will apply.</p> <p>~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.</p> <p>NR Indicates the school did not report their data for graduation rates</p>						

Bureau of Indian Education
2010 – 2011 (Based on SY 2009-2010 Data)
Special Education Indicator Performance



Yakama Nation Tribal School (9-12)
Seattle

Indicator	Description	School Year 2009-2010		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Reduce by .5%* between the percentage of all students who graduated and Special Education students who graduated.	19.74%	0%	@	@	Yes
2	Dropouts A dropout rate less than 8.12%			8.12%	7.69%	Yes
3 B	Assessment Targets Participation Rate			96%	***	Yes
3 C	Assessment Targets – Reading Reduce the gap in the proficiency rate between Special Education students and all students			3.4% reduction	***	NA
3 C	Assessment Targets - Mathematics Reduce the gap in the proficiency rate between Special Education students and all students			3.31% reduction	***	NA
4	Suspensions and Expulsions High School rate ^			13.42%	60.00%	No
4	Suspensions and Expulsions Elementary rate ^			3.28%	NA	NA
5A	LRE Placement A ≥ 80% with non-disabled peers			70.17%	40.00%	No
5B	B ≤ 40% with non-disabled peers			7.37%	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 student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			49.95%	11%	No
11	Child Find Eligibility Determined within 60 days of referral			100%	100.00%	Yes

* For the high school graduation rate, each school's target is based on the previous years' gap percentage.

Due to the special education graduation percentage exceeding the all student graduation percentage for the 2009-2010 school year, there was no gap to reduce, and thus the school made the target.

@ In the 2008-2009 school year, the special education graduation percentage exceeded the all student graduation percentage and therefore there was no gap to reduce. The school thus made the target for the 2009-2010 school year.

*** If the number of assessments (indicator 3 - participation rate, reading and math) is for 10 students or less, then no results are published.

^ Indicator 4 – for K-12 schools, high school target rates will apply.

~ A negative school result value indicates the school increased the percentage gap, rather than reducing it.

NR Indicates the school did not report their data for graduation rates