

Ahfachkee School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	No SWD graduates	
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	66.67%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	10.71%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	50.97%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Alamo Navajo Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.85%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.64	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.92%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.14%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



American Horse School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	75.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Aneth Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	68.97%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	6.90%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Atsa' Biyaazh Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	44.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Baca-Dlo' Ayazhi Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	57.69%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	11.54%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Beatrice Rafferty School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	76.19%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	54.15%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Beclabito Day School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Black Mesa Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Blackwater Community School (Grades K-2)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.91%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	78.99%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Bogue Chitto Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.53%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	2.63%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	43.26%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Bread Springs Day School (Grades K-3)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



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

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	25.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.56%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.14%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 33.00%	A - NO B - NO C - NO



Casa Blanca Community School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	47.22%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.56%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	47.20%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Chemawa Indian School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	55.56%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.52%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.15%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	41.18%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Cherokee Central Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.57%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	51.76%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Cherokee Central High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.42%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.48%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	20.87%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.87%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	14.29%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 23.53% B - 64.71% C - 71.00%	A - YES B - YES C - YES



Cheyenne-Eagle Butte School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	52.94%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.09%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.76%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	2.72%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.36%	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	48.00%	18.07%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	11.11%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 12.50% B - 25.00% C - 25.00%	A - NO B - NO C - NO



Chi Chil'tah Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	77.78%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Chief Leschi School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	16.13%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	6.84%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	46.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	33.33%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 28.57% B - 71.43% C - 86.00%	A - YES B - YES C - YES



Chilchinbeto Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	59.50%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	90.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Chitimacha Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.67%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	96.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Choctaw Central High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on	53.12%	33.33%	NO
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	14.81%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less,		Available	
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	2.15	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.	74.500/	74.440/	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of	74.50%	71.11%	NO
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	7.78%	YES
	inside regular class ≤ 40% of day with non-disabled peers	0.0070	7.7070	123
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	1.11%	NO
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	58.36%	YES
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities	4000/	100.000/	\/FC
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
13	days of receiving parental consent Secondary Transition: All required secondary transition	100%	94.74%	NO
15	components in the IEP are present. Eight items from the National	100%	94.74%	NO
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B - 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Choctaw Central Middle School (Grades 7-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	10.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.26	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	16.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.00%	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	48.00%	46.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Ch'ooshgai Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	62.07%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	1.72%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	88.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Circle of Life Academy (Grades K-12)

Indicator	Description	Target	Results	Target
				Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	100.00%	YES
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	17.65%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
20	then no results are published.	Not	Not	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not Available	Available	
2-	reading assessment of proficiency rate does not exceed BIE target		†	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
4	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	NO
	times more than its suspension/expulsion rate for children without	than 3.00	IVASIS	
	disabilities (a rate ratio of 3.00 or more). This result is based on	tilali 5.00		
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	72.50%	NO
Ja	IEPs, ages 6-21 years, served inside regular class 80% or more of	74.30%	72.30%	NO
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
30	inside regular class ≤ 40% of day with non-disabled peers	0.0070	0.0070	ILJ
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
30	services in separate schools, residential placements, in hospital	0.5070	0.0070	123
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	64.62%	YES
Ü	special education services who report that schools facilitated	10.0070	01.0270	123
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	100.00%	YES
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - 0.00%	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - 0.00%	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - 0.00%	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Circle of Nations School (Grades 4-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.27%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	32.00%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



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

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	83.33%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	17.59%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	9.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Conehatta Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	67.50%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	56.27%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Cottonwood Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	10.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	86.67%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	30.14%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Cove Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.18%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Crazy Horse School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	19.05%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	4.00	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.45%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	2.27%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	56.73%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	33.33%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 50.00%	A - NO B - NO C - NO



Crow Creek Reservation High School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	21.74%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.65%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	20.00%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 33.33% C - 33.00%	A - NO B - NO C - NO



Crow Creek Sioux Tribal Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.30%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	19.44%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Crystal Boarding School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5а	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	6.25%	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	48.00%	83.02%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Dennehotso Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.24%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	4.76%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	63.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Dibe Yazhi Habitiin Olta' Inc (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	40.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	13.33%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Dilcon Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	27.78%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.56%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	83.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Dishchii'bikoh Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.25%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.24%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.66%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	43.62%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	100.00%	YES
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Duckwater Shoshone Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
Зс	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	100.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Dunseith Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
_	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	3.28	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	63.27%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	45.60%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities	1000/	100.000/	\
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
42	days of receiving parental consent	4000/	N. A	212
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
14	Secondary Transition Technical Assistance Center checklist. Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
14	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If	C - 70/0	C-IVA	C-IVA
	the school results column is "None', the school did not submit survey			
	information.			



Dzilth-Na-O-Dith-Hle Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	25.35%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Enemy Swim Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	63.95%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



First Mesa Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	61.90%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	19.05%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	41.94%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Flandreau Indian School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	42.86%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	53.06%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	65.92%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	71.43%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 36.36% C - 64.00%	A - NO B - NO C - NO



Fond du Lac Ojibwe School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	22.22%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.49%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	2.13%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.86%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 25.00% B - 75.00% C - 75.00%	A - YES B - YES C - YES



Gila Crossing Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	17.65%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.41%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	14.75%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	51.12%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Greasewood Springs Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.81%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Greyhills Academy High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	2.44%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	41.46%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.88%	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	48.00%	25.41%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 60.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES



Hanaa'dli Community School (Grades K)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5а	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.22%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Hannahville Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.97%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	59.09%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	100.00%	YES
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Havasupai Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	88.89%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	35.82%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Hopi Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.65%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	42.39%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Hopi Junior-Senior High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	63.16%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.83%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.37	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.41%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	11.34%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Hotevilla Bacavi Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	70.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	20.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Hunters Point Boarding School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	32.48%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Indian Island School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	63.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Indian Township School (Grades K-8)

Indicator	Description	Target	Results	Target
				Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	20.00%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	35.29%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	11.76%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	Not	NO
	special education services who report that schools facilitated		Submitted	
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.	1		



Isleta Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.78%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	64.14%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Jeehdeez'a Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Jemez Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
-	school with a regular diploma ≥ BIE target. This result is based on	33.12/0	14/ (14/1
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	68.75%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	Not	NO
	special education services who report that schools facilitated		Submitted	
	parent involvement as a means of improving services and results			
	for children with disabilities	1000/	100.000/	
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
42	days of receiving parental consent	4000/	210	N.1.0
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
14	Secondary Transition Technical Assistance Center checklist. Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
14	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If	C - 70/0	C-IVA	C - INA
	the school results column is "None', the school did not submit survey			
	information.			



John F Kennedy Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.62%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.45%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	72.24%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	84.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Jones Academy (Grades 1-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	40.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Joseph K. Lumsden Bahweting Anishnabe School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.47	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	77.78%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.89%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	65.38%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Kaibeto Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.30%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	32.59%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	80.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Kayenta Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	16.67%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	28.21%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	7.69%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	55.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	9.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Keams Canyon Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	58.99%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Kha'p'o Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	72.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A - 19% B - 41% C - 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Kickapoo Nation School (Grades K-12)

Indicator	Description	Target	Results	Target
		/	/	Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	0.00%	NO
	school with a regular diploma ≥ BIE target. This result is based on			
2	2015-2016 data. Students with Disabilities = SWD	F 200/	25.000/	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	25.00%	NO
3b	does not exceed BIE target. This result is based on 2015-2016 data.	96.00%	Not	
30	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate,	90.00%	Available	
	reading and math), if the number of assessments is for 10 students or less,		Available	
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	91.67%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	33.71%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities	4000/	0.000/	110
11	Child Find: Timely initial evaluations were completed within 60-	100%	0.00%	NO
12	days of receiving parental consent	1000/	0.000/	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National	100%	0.00%	NO
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
74	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If	C 70/0	CINOTIE	C 110
	the school results column is "None', the school did not submit survey			
	information.			



Kin Dah Lichi'i Olta' (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	64.18%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Lac Courte Oreilles Ojibwa School (Grades K-12)

Indicator	Description	Target	Results	Target
1	Cuadration Datas Deposit of youth with IFDs graduating from high	F2 120/	0.00%	Met? NO
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on	53.12%	0.00%	NO
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.	3.2070	IVA	IVA
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
55	statewide assessment ≥ BIE target. Indicator 3 (participation rate,	30.0070	Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	ОК	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	69.23%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers	6.000/	2 222/	
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers	0.000/	0.000/	\/FC
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target	40.000/	40.220/	VEC
8	Parental Involvement: Percent of parents with a student receiving special education services who report that schools facilitated	48.00%	48.23%	YES
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	80.00%	NO
11	days of receiving parental consent	10070	80.007	NO
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
13	components in the IEP are present. Eight items from the National	100/0	3.5070	140
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - 50.00%	A - YES
	indicating the number of students who exited the previous year	B – 41%	В -	B - YES
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	100.00%	C - YES
	or who were employed one year after exiting from High School. If		C -	
	the school results column is "None', the school did not submit survey		100.00%	
	information.			



Laguna Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	79.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Laguna Middle School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.49%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Lake Valley Navajo School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	39.64%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Leupp Schools, Inc (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.43%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.57%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	35.79%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Little Eagle Grant School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Little Singer Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	39.11%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Little Wound School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	57.14%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	8.45%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	7.44	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	10.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.00%	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	48.00%	49.41%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	44.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 7.69% B - 23.08% C - 46.00%	A - NO B - NO C - NO



Loneman Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.62%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	13.79%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	52.05%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Lower Brule Day School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	14.29%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.79	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.22%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	14.70%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	90.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Lukachukai Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	42.71%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Lummi High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	46.15%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	23.68%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	72.09%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	11.63%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.33%	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	48.00%	41.23%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Lummi Tribal School System (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.25%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	76.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	12.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	40.94%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	60.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Mandaree Day School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	27.78%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	4.95	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	94.74%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	74.10%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Many Farms Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	33.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	57.78%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	40.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Many Farms High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	62.50%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	4.08%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.13	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	89.80%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	49.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 40.00% B - 60.00% C - 80.00%	A - YES B - YES C - YES



Mariano Lake Community School (Grades K-6)

Indicator	Description	Target	Results	Target
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	Met? NA
1	school with a regular diploma ≥ BIE target. This result is based on	33.12%	INA	IVA
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
2	does not exceed BIE target. This result is based on 2015-2016 data.	3.2070	IVA	IVA
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
3.2	statewide assessment ≥ BIE target. Indicator 3 (participation rate,	30.0070	Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	30.43%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers	0.000/	0.000/	
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
0	settings or in homebound settings did not exceed the BIE target	40.000/	C2 C40/	VEC
8	Parental Involvement: Percent of parents with a student receiving	48.00%	63.64%	YES
	special education services who report that schools facilitated parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	25.00%	NO
11	days of receiving parental consent	10070	25.00%	NO
13	Secondary Transition: All required secondary transition	100%	NA	NA
10	components in the IEP are present. Eight items from the National	100/0	'*'	1 47 1
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Marty Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	21.43%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	58.11%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 100.00% C - 100.00%	A - NO B - YES C - YES



Menominee Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	47.06%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.82%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	70.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Mescalero Apache School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.26%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	79.80%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.75%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 0.00%	A - NO B - NO C - NO



Meskwaki Settlement School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.44%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	2.22%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	73.43%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Miccosukee Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	58.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	33.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	14.81%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	72.06%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 100.00% C - 100.00%	A - NO B - YES C - YES



Moencopi Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	54.13%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	70.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Muckleshoot Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	37.50%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	17.95%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	4.44%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	48.13%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 60.00% C - 60.00%	A - NO B - YES C - NO



Na' Neelzhiin Ji Olta' (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	10.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Naatsis'aan Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.82%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	5.88%	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	48.00%	54.16%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Navajo Preparatory School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	100.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	91.67%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 100.00% B - 100.00% C - 100.00%	A - YES B - YES C - YES



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

Indicator	Description	Target	Results	Target
1	Conduction Date: Develop of youth with ICDs and wating from high	F2 120/	F0.000/	Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on	53.12%	50.00%	NO
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	15.38%	NO
_	does not exceed BIE target. This result is based on 2015-2016 data.	3.2070	15.5670	NO
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
55	statewide assessment ≥ BIE target. Indicator 3 (participation rate,	30.0070	Available	
	reading and math), if the number of assessments is for 10 students or less,		, rramasis	
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	94.87%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers	_		
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers	/	2.221	
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target	40.000/	60.000/	VEC
8	Parental Involvement: Percent of parents with a student receiving	48.00%	60.00%	YES
	special education services who report that schools facilitated parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	89.00%	NO
11	days of receiving parental consent	10076	89.00%	NO
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
13	components in the IEP are present. Eight items from the National	10070	0.0070	140
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C - 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Nazlini Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	62.29%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Nenahnezad Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.13%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Noli Indian School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.45%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.05	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.55%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	37.01%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Northern Cheyenne Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	28.57%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	22.73%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	12.50%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	60.28%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	73.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Ohkay Owingeh Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	84.62%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	56.70%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	33.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Ojibwa Indian School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	3.95	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	64.15%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.66%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	44.95%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Ojo Encino Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	25.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.33%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Oneida Nation School System (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	11.36%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	98.88%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	55.41%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 18.18% B - 81.82% C - 100.00%	A - NO B - YES C - YES



Paschal Sherman Indian School (Grades K-9)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	72.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	75.83%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Pearl River Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	67.35%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	17.35%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	59.31%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Pierre Indian Learning Center (Grades 1-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	7.14%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	48.61%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Pine Hill Schools (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	50.00%	NO.
_	school with a regular diploma ≥ BIE target. This result is based on	00.127.1		
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	5.00%	YES
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	70.00%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	7.50%	NO
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	21.68%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	38.00%	NO
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
	components in the IEP are present. Eight items from the National			
1.4	Secondary Transition Technical Assistance Center checklist.	A 400/	A N	A 110
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey information.			
	iniormation.			



Pine Ridge School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	41.67%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	38.57%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
4	the math assessment of proficiency rate does not exceed BIE target Suspensions and Expulsions: The rate of suspension and expulsion	Available Rate	Available 2.94	YES
	of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	ratio less than 3.00		
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	44.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.00%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	64.48%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 17.39% B - 39.13% C - 39.00%	A - NO B - NO C - NO



Pine Springs Day School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	75.00%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	94.16%	YES
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Pinon Community School (Grades K)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	75.51%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Porcupine Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	96.55%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	56.39%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Pueblo Pintado Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	87.50%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Pyramid Lake Jr/Sr High School (Grades 7-12)

1				
1				Met?
	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	60.00%	YES
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	20.00%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.	0.0.000/		
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less, then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
30	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
•	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	.	5
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	93.75%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	10.71%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
	components in the IEP are present. Eight items from the National			
1.4	Secondary Transition Technical Assistance Center checklist.	A 100/	A Nana	A NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey			
	information.			



Quileute Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	0.00%	Met? NO
<u> </u>	school with a regular diploma ≥ BIE target. This result is based on	JJ.12/0	0.00%	NO
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
_	does not exceed BIE target. This result is based on 2015-2016 data.	0.2075		
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.	74.500/	100.000/	\/FC
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	100.00%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
5b	day with non-disabled peers LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
30	inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
30	services in separate schools, residential placements, in hospital	0.90%	0.00%	1123
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	48.15%	YES
Ü	special education services who report that schools facilitated	10.0070	10.1370	123
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Red Rock Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	43.48%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	4.35%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.98%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Red Water Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	86.21%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	69.52%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Riverside Indian School (Grades 4-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	77.27%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	1.39%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	98.85%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	49.96%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 40.00% B - 75.00% C - 80.00%	A - YES B - YES C - YES



Rock Creek Grant School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	90.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	100.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Rock Point Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	75.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.45%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.73%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	43.99%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	75.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Rocky Ridge Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Rough Rock Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	25.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.70%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.69	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.73%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	54.88%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 50.00% C - 75.00%	A - NO B - YES C - YES



Salt River Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	81.97%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	58.38%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



San Felipe Pueblo Elementary School (Grades K-7)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.94%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.03%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	3.03%	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	48.00%	47.17%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	93.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



San Ildefonso Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on	53.12%	NA	NA
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
Λ	the math assessment of proficiency rate does not exceed BIE target	Available	Available	NO
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less than 3.00	NASIS	
	times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on	than 3.00		
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	100.00%	YES
Ja	IEPs, ages 6-21 years, served inside regular class 80% or more of	74.5070	100.00%	ILJ
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers	010071	0.007	
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	79.67%	YES
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.	4 4007		
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey			
	information.			
	information.			



San Simon School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	7.69%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3с	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	50.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.88%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	33.62%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	88.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Sanostee Day School (Grades K-3)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.62%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Santa Fe Indian School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	82.35%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.37%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	95.40%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	78.36%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 26.67% B - 93.33% C - 100.00%	A - YES B - YES C - YES



Santa Rosa Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	80.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Santa Rosa Ranch School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	Data not in	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	44.44%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	11.11%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	5.56%	NO
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	6.67%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.	100/		
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Seba Dalkai Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	50.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	75.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Second Mesa Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	20.83%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	51.27%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	83.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Sequoyah High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	83.33%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	71.69%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 50.00% B - 75.00% C - 75.00%	A - YES B - YES C - YES



Sherman Indian High School (Grades 9-12)

Indicator	Description	Target	Results	Target
				Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	50.00%	NO
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	3.85%	YES
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
3c	then no results are published. Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
) SC	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
J.	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
_	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	OK	123
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	100.00%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	31.54%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
	components in the IEP are present. Eight items from the National			
1.4	Secondary Transition Technical Assistance Center checklist.	A 400/	A 75 000/	A V/50
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - 75.00%	A - YES
	indicating the number of students who exited the previous year	B – 41%	B -	B - YES
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	100.00%	C - YES
	or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey		C - 100.00%	
	information.		100.00%	
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Shiprock Northwest High School (Grades 7-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	3.13%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	11.59	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	52.17%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	17.39%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	4.35%	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	48.00%	77.24%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 57.14% C - 57.00%	A - NO B - YES C - NO



Shonto Preparatory School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	8.33%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	97.22%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	54.21%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Shoshone-Bannock Jr/Sr High School (Grades 6-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	75.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	73.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Haak'u Community Academy (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.13%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	72.28%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



St Francis Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	28.57%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	9.23%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	7.62	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	63.64%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	3.64%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	2.73%	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	48.00%	44.69%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	94.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 0.00%	A - NO B - NO C - NO



St Stephens Indian School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	No SWD graduates	
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	20.00%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	41.31%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 0.00% B - 0.00% C - 50.00%	A - NO B - NO C - NO



Standing Pine Elementary School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	53.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	35.35%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Standing Rock Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	38.89%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.36%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.18	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	59.85%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	15.91%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	41.76%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	66.67%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 10.00% B - 80.00% C - 80.00%	A - NO B - YES C - YES



Takini School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	0.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	12.50%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	92.59%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	3.70%	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	48.00%	69.39%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Taos Day School (Grades K-8)

Indicator	Description	Target	Results	Target
	Contraction But a Bound of the 1th 15D and attention to a bight	F2 420/	212	Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD			
		F 2C0/	NIA	NIA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b		96.00%	Not	
30	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not Available	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less,		Available	
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
30	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
30	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	0.00	YES
•	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	0.00	123
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on	chan side		
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	94.44%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	7.21%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Tate Topa Tribal School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	3.22	NO
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	42.59%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	12.96%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	67.95%	YES
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Te Tsu Geh Oweenge Day School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	61.33%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Theodore Jamerson Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	78.57%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	64.26%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Theodore Roosevelt School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	63.93%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



T'iis Nazbas Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	58.33%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	13.89%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	50.32%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



T'iis Ts'ozi Bi'Olta' (Grades K-8)

Indicator	Description	Target	Results	Target
				Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	65.63%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	25.00%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	53.93%	YES
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	83.00%	NO
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Tiospa Zina Tribal School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	1.69%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	82.69%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	8.65%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	54.95%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Tiospaye Topa School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	100.00%	YES
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	15.38%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
3c	then no results are published. Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
30	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
30	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
7	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	O.K	123
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on	11011 3.00		
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	81.82%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	4.55%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	42.46%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	?	
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Tohaali' Community School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Tohajiilee Community School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	80.00%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	5.00%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	79.17%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	6.25%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	39.29%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Tohono O'odham High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	44.44%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	35.71%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	7.14%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	28.68%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 20.00% B - 80.00% C - 80.00%	A - YES B - YES C - YES



Tonalea Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	NA	NA
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.	• • •		
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
4	the math assessment of proficiency rate does not exceed BIE target	Available	Available	VEC
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.			
Г-		74.500/	100.000/	VEC
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	100.00%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
SU	inside regular class ≤ 40% of day with non-disabled peers	0.00%	0.00%	163
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
30	services in separate schools, residential placements, in hospital	0.90%	0.00%	163
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	30.00%	NO
0	special education services who report that schools facilitated	46.00%	30.00%	INO
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
11	days of receiving parental consent	10070	100.0070	123
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National	10070		
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
	indicating the number of students who exited the previous year	B – 41%	B - NA	B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Tse'ii'ahi' Community School (Grades K-4)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5а	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	0.00%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



T'siya Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	92.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Tuba City Boarding School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	2.17%	YES
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	1.14	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	91.36%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.62%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	0.62%	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	48.00%	59.92%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	94.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Tucker Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.00	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	28.57%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	60.25%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Turtle Mountain Community High School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	44.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	6.74%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	2.41	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	71.43%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	23.08%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.10%	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	48.00%	47.75%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - 27.78% B - 44.44% C - 44.00%	A - YES B - YES C - NO



Turtle Mountain Elementary School (Grades K-5)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	57.02%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	5.79%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	43.19%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	76.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Turtle Mountain Middle School (Grades 6-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	0.87	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	60.81%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	10.81%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	1.35%	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	48.00%	32.53%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Twin Buttes Day School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on	53.12%	NA	NA
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.	•••		
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
4	the math assessment of proficiency rate does not exceed BIE target Suspensions and Expulsions: The rate of suspension and expulsion	Available Rate	Available Data not in	NO
4	of children with IEPs > 10 days in a school year did not exceed 3	ratio less	NASIS	NO
	times more than its suspension/expulsion rate for children without	than 3.00	INASIS	
	disabilities (a rate ratio of 3.00 or more). This result is based on	tilali 5.00		
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	66.67%	NO
Ju	IEPs, ages 6-21 years, served inside regular class 80% or more of	74.5070	00.0770	140
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	0.00%	YES
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	40.80%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	NA	NA
	components in the IEP are present. Eight items from the National			
14	Secondary Transition Technical Assistance Center checklist. Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - NA	A - NA
14	indicating the number of students who exited the previous year	B – 41%	B - NA	A - NA B - NA
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - NA	C - NA
	or who were employed one year after exiting from High School. If	C - 7070	C-IVA	C - INA
	the school results column is "None', the school did not submit survey			
	information.			



Two Eagle River School (Grades 8-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	33.33%	NO
	school with a regular diploma ≥ BIE target. This result is based on			
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	NA	NA
	does not exceed BIE target. This result is based on 2015-2016 data.			
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,		Available	
	reading and math), if the number of assessments is for 10 students or less,			
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	OK	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	90.00%	YES
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	10.00%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target			
8	Parental Involvement: Percent of parents with a student receiving	48.00%	37.79%	NO
	special education services who report that schools facilitated			
	parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
	days of receiving parental consent			
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
	components in the IEP are present. Eight items from the National			
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - None	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - None	B - NO
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - None	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Wa He Lut Indian School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	93.75%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	38.79%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	50.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



White Shield School (Grades K-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	50.00%	NO
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	85.71%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	42.76%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	0.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	0.00%	NO
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO



Wide Ruins Community School (Grades K-6)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	Data not in NASIS	NO
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	55.56%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	22.22%	NO
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	38.65%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Wingate Elementary School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	27.45%	NO
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	50.00%	YES
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	92.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Wingate High School (Grades 9-12)

Indicator	Description	Target	Results	Target
1	Graduation Rate: Percent of youth with IEPs graduating from high	53.12%	57.14%	Met? YES
_	school with a regular diploma ≥ BIE target. This result is based on	33.12%	37.14%	163
	2015-2016 data. Students with Disabilities = SWD			
2	Dropouts: Percent of youth with IEPs dropping out of high school	5.26%	8.96%	NO
	does not exceed BIE target. This result is based on 2015-2016 data.	3.2070	0.5070	NO
3b	Assessment Targets: Participation Rate of children with IEPs in	96.00%	Not	
	statewide assessment ≥ BIE target. Indicator 3 (participation rate,	30.0070	Available	
	reading and math), if the number of assessments is for 10 students or less,		7.104.14.2.15	
	then no results are published.			
3c	Assessment Targets – Reading: Percent of youth with IEPs in the	Not	Not	
	reading assessment of proficiency rate does not exceed BIE target	Available	Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in	Not	Not	
	the math assessment of proficiency rate does not exceed BIE target	Available	Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion	Rate	1.92	YES
	of children with IEPs > 10 days in a school year did not exceed 3	ratio less		
	times more than its suspension/expulsion rate for children without	than 3.00		
	disabilities (a rate ratio of 3.00 or more). This result is based on			
	2015-2016 data.			
5a	Least Restrictive Environment (LRE) Placement A: Children with	74.50%	52.46%	NO
	IEPs, ages 6-21 years, served inside regular class 80% or more of			
	day with non-disabled peers			
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served	6.00%	9.84%	NO
	inside regular class ≤ 40% of day with non-disabled peers			
5c	LRE Placement C: Percent of students with disabilities receiving	0.90%	0.00%	YES
	services in separate schools, residential placements, in hospital			
	settings or in homebound settings did not exceed the BIE target	40.000/	20.750/	NO
8	Parental Involvement: Percent of parents with a student receiving	48.00%	29.75%	NO
	special education services who report that schools facilitated parent involvement as a means of improving services and results			
	for children with disabilities			
11	Child Find: Timely initial evaluations were completed within 60-	100%	100.00%	YES
11	days of receiving parental consent	100%	100.00%	1123
13	Secondary Transition: All required secondary transition	100%	0.00%	NO
13	components in the IEP are present. Eight items from the National	100/0	0.0070	140
	Secondary Transition Technical Assistance Center checklist.			
14	Post-School Outcome (PSO): The PSO Survey was returned	A – 19%	A - 11.76%	A - NO
	indicating the number of students who exited the previous year	B – 41%	B - 47.06%	B - YES
	(2015-2016) were enrolled in post-secondary education / training	C – 70%	C - 53.00%	C - NO
	or who were employed one year after exiting from High School. If			
	the school results column is "None', the school did not submit survey			
	information.			



Wounded Knee District School (Grades K-8)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	NA	NA
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	NA	NA
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	ОК	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	29.45%	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	67.00%	NO
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	NA	NA
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - NA B - NA C - NA	A - NA B - NA C - NA



Yakama Nation Tribal School (Grades 9-12)

Indicator	Description	Target	Results	Target Met?
1	Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma ≥ BIE target. This result is based on 2015-2016 data. Students with Disabilities = SWD	53.12%	66.67%	YES
2	Dropouts: Percent of youth with IEPs dropping out of high school does not exceed BIE target. This result is based on 2015-2016 data.	5.26%	42.86%	NO
3b	Assessment Targets: Participation Rate of children with IEPs in statewide assessment ≥ BIE target. Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.	96.00%	Not Available	
3c	Assessment Targets – Reading: Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
3c	Assessment Targets – Mathematics: Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target	Not Available	Not Available	
4	Suspensions and Expulsions: The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 3 times more than its suspension/expulsion rate for children without disabilities (a rate ratio of 3.00 or more). This result is based on 2015-2016 data.	Rate ratio less than 3.00	OK	YES
5a	Least Restrictive Environment (LRE) Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers	74.50%	100.00%	YES
5b	LRE Placement B: Children with IEPs, ages 6-21 years, served inside regular class ≤ 40% of day with non-disabled peers	6.00%	0.00%	YES
5c	LRE Placement C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target	0.90%	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	48.00%	Not Submitted	NO
11	Child Find: Timely initial evaluations were completed within 60-days of receiving parental consent	100%	100.00%	YES
13	Secondary Transition: All required secondary transition components in the IEP are present. Eight items from the National Secondary Transition Technical Assistance Center checklist.	100%	?	
14	Post-School Outcome (PSO): The PSO Survey was returned indicating the number of students who exited the previous year (2015-2016) were enrolled in post-secondary education / training or who were employed one year after exiting from High School. If the school results column is "None', the school did not submit survey information.	A – 19% B – 41% C – 70%	A - None B - None C - None	A - NO B - NO C - NO