

# District IDEA State Performance Plan Public Report

Fiscal Year 2007-2008 Data Reported on March 15, 2009

District: **446 Independence**

<u>Indicators</u>	<u>Col. A</u> <u>FY 2007-08</u> <u>District</u> <u>Data</u>	<u>Col. B</u> <u>FY 2007-08</u> <u>State-Wide</u> <u>Target</u>	<u>Col. C</u> <u>FY 2007-08</u> <u>State-Wide</u> <u>Target Met?</u>
<b>Ind 1 Graduation Rates</b>	100.00%	87.10%	<b>Yes</b>
<b>Ind 2 Drop-Out Rates</b>	2.06%	1.46%	<b>No</b>
<b>Ind 3 Assessments- Math Participation</b>	100.00%	97.20%	<b>Yes</b>
<b>Ind 3 Assessments- Reading Participation</b>	100.00%	97.20%	<b>Yes</b>
<b>Ind 3 Assessments- Math Proficiency</b>	60.74%	64.60%	<b>No</b>
<b>Ind 3 Assessments- Reading Proficiency</b>	62.01%	64.20%	<b>No</b>
<b>Ind 5 LRE 6-21, Reg Ed 80%</b>	61.16%	58.00%	<b>Yes</b>
<b>Ind 5 LRE 6-21, Reg Ed 40%</b>	11.16%	9.20%	<b>No</b>
<b>Ind 5 LRE 6-21, Separate</b>	2.70%	2.45%	<b>No</b>
<b>Ind 11 Timely Evaluations</b>		100.00%	<b>NA</b>
<b>Ind 12 Transition from Part C to Part B</b>		100.00%	<b>#</b>
<b>Ind 13 Transition at Age 16</b>		100.00%	<b>NA</b>
<b>Ind 14 Post-School Outcomes</b>		89.80%	<b>NA</b>

Indicator Shading: Performance indicators are in green, Compliance indicators are in yellow.

Col. A: Fiscal Year 2007-08 data appears when the number of students is greater than or equal to ten.

Col. B: Target established for the Indicator.

Col. C: A comparison is made between the FY 2007-08 data and the Target. The word Yes appears in this column when the data for FY 2007-08 met the Target. When the FY 2007-08 data does not meet the Target, the word No appears and is shaded. The State-Wide Target determination cannot be made when the FY 2007-08 data is not available and the letters "NA" are then displayed. When the number of students is less than ten, the State-Wide Target determination is not made and a pound sign (#) is displayed.

Indicators 11, 12 or 13 met the target if it was Substantially Compliant. An Indicator is Substantially Compliant when at least 95% of the files reviewed are in compliance.

Additional information about the Kansas State Performance Plan (SPP) and Annual Performance Report (APR) can be found on the Kansas State Department of Education Special Education Services webpage at [www.ksde.org](http://www.ksde.org) and at the U.S. Department of Education website at [idea.ed.gov](http://idea.ed.gov).

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<u>Indicators</u>	<u>Col. D</u> <u>FY 2007-08</u> <u>District</u> <u>Data</u>	<u>Col. E</u> <u>FY 2007-08</u> <u>State-Wide</u> <u>Target</u> <u>Met?</u>	<u>Col. F</u> <u>Significant</u> <u>Discrepancy Due to</u> <u>Policies, Practices or</u> <u>Procedures?</u>
<b>Ind 4 Suspension and Expulsion</b>	0.38%	Yes	#

Col. D: District level data for Fiscal Year 2007-08. Data does not appear when the number of students is less than ten.  
 Col. F: Did the district meet the Target of not having a Significant Discrepancy in the number of Suspensions and Expulsions?  
 Col. E: The word Yes appears in this column if the district had a Significant Discrepancy and the Significant Discrepancy was due to policies, practices or procedures. The word No appears if the district had a Significant Discrepancy and the Significant Discrepancy was not due to policies, practices or procedures. A pound sign (#) appears when the number of FY 2007-08 students is less than ten or the number of FY 2007-08 is less than 5% of the special education population.

	<u>Col. G</u> <u>Disproportionate</u> <u>Representation Due to</u> <u>Inappropriate</u> <u>Identification?</u>	<u>Col. H</u> <u>FY 2007-08</u> <u>State-Wide</u> <u>Target</u> <u>Met?</u>
<b>Ind 9 Disproportionate Representation by Ethnicity</b>	No	Yes
<b>Ind 10 Disproportionate Representation by Disability</b>	No	Yes

Col. G: The word Yes appears in this column if Disproportionate Representation was due to inappropriate identification. The word No appears in this column if Disproportionate Representation was not due to inappropriate identification.  
 Col. H: Did the district meet the Target of not having Disproportionate Representation due to Inappropriate Identification?