New Hampshire Special Education District Report

Report to Public FFY 2009 APR (July 1, 2009 – June 30, 2010)

District Name: Contoocook Valley

Grade Span: PS-12 **School(s):** P K-12

Children with Disabilities ages 3 to 5:	**34**
Children and Youth with Disabilities ages 6 to 21:	**385**
Children and Youth with Disabilities:	**419**

The State Performance Plan (SPP) is a six year plan to improve outcomes for children and youth with disabilities. The Annual Performance Report (APR) is the annual report of progress on the indicators of the SPP. IDEA requires that states report annually to the public on the performance of each local education agency (LEA) or district on 14 of the 20 indicators. The District Data Profiles Reference Sheet provides an indicator-by-indicator explanation of the profiles. The New Hampshire (SPP) and (APR) are available online at http://www.education.nh.gov/instruction/special_ed/spp.htm.

Indicator 1: Graduation Rate:

Percent of youth with IEPs graduating from high school with a regular diploma: 2008-2009

	District	State Target	State
Youth with Disabilities:	95.44%	89%	91.11%

Indicator 2: Dropout Rate:

Percent of youth with IEPs dropping out of high school: 2008-2009

	District	State Target	State
Youth with Disabilities:	1.16%	3.4%	2.30%

Indicator 3: Participation and Performance of students with disabilities on statewide assessments: October 2009 NECAP and 2008-2009 NH Alternate Assessment

A. *Percent of districts that have a disability subgroup that meets the State's minimum "n" size that meets the State's AYP targets for the disability subgroup*

Did this district meet AYP objectives for disability subgroup? _NO_

	State Target	State
Percent of districts in the State that met AYP objectives for disability subgroup:	46%	24.63%

B. *Participation rate for children with IEPs.*

Reading			Math		
District	**State Target**	**State**	**District**	**State Target**	**State**
99%	97%	97.71%	98%	97%	97.81%

C. *Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.*

Reading			Math		
District	**State Target**	**State**	**District**	**State Target**	**State**
52%	63.01%	38.45%	37%	69.13%	33.96%

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Indicator 4: Rates of Suspension/Expulsion: 2008-2009

A. *Percent of districts that have a significant discrepancy in the rates of suspension of greater than 10 days in a school year for children with IEPs.*

Did this district have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days for children with IEPs?	__NO___

Percent of districts in the State that had significant Discrepancies in the rates of suspensions and Expulsions of children with disabilities:	**State Target**	**State**
	2.87%	2.87%

Indicator 5: School Age Placement – Percent of children with IEPs aged 6 through 21: December 1, 2009

	District	**State Target**	**State**
a. *Inside the regular class 80% or more of the day:*	*16.62%*	48.71%	48.71%
b. *Inside the regular class less than 40% of the day:*	*45.71%*	19.18%	19.18%
c. *In separate schools, residential facilities or homebound/hospital placements:*	*2.60%*	2.82%	2.82%

Indicator 6: Preschool Settings:	**District**	**State Target**	**State**
Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.)		___%	___%

Indicator 7: Preschool Performance*:*

A: *Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships).*

	District	**State Target**	**State**
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program (66.3% Baseline).	*80%*	*66.3%*	66.3%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program (71.3% Baseline).	54.50%	71.3%	71.3%

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Outcome B: *Percent of preschool children with IEPs who demonstrate improved* acquisition and use of knowledge and skills (including early language/ communication) and early literacy.

	District	State Target	State
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program (67.1% Baseline.)	*90.90%*	*67.1%*	*67.1%*
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program (53.4% Baseline).	72.70%	53.4%	53.4%

Outcome C: *Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.*

	District	State Target	State
1. Of those children who entered or exited the program below age expectation in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program (68.5% Baseline).	77.80%	*68.5%*	68.5%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program (63.1% Baseline).	63.60%	*63.1%*	63.1%

Indicator 8: Parent Involvement: 2009-2010

Percent of parents with a child receiving special education services who report that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

District	State Target	State
37.2%	34%	47%

Indicator 9: Disproportionate Representation due to Inappropriate Identification

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
Did this district have disproportionate representation due to inappropriate identification?

District	State Target	State
NO	0%	0%

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Indicator 10: Disproportionate Representation due to Inappropriate Identification: Specific Disability Categories: 2009-2010

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
Did this district have disproportionate representation due to inappropriate identification in the disability categories of autism, emotional disturbance, mental retardation, other health impairments, specific learning disabilities or speech/language impairments?

District	State Target	State
NO	0%	0%

Indicator 11: Evaluation Timeliness: 2009-2010

Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation or within 60 days with a time extension.

District	State Target	State
100%	100%	95%

Indicator 12: Early Intervention to Preschool Special Education Transition: 2009-2010

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

District	State Target	State
100%	100%	97%

Indicator 13: Secondary Planning:

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

District	State Target	State
	___%	___%

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Indicator 14: Post School Outcomes:

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

	District	State Target	State
	_____	___%	___%